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Trudel, Ruth E.

The Development and Appraisal of Vocational  
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Service Paper

THE DEVELOPMENT AND APPRAISAL OF  
VOCATIONAL CONFERENCES IN A SENIOR HIGH SCHOOL

Submitted by

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(A. B., Rivier College, 1941)

In partial fulfillment of  
the requirements for the degree  
of Master of Education

1949

Gift of  
Ruth E. Trudel  
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June 17, 1949  
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First Reader: J. Wendell Yeo, Professor of Education

Second Reader: Worcester Warren, Professor of Education



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## CHAPTER I

### STATEMENT OF THE PROBLEM

It is the purpose of this study to describe and then to appraise the outcomes of an experiment in providing vocational guidance service through group conferences organized for eleventh grade pupils at the Nashua (N. H.) Senior High School.

Much vocational assistance has been given the pupils at Nashua Senior High School through individual counseling. The need, however, for increased and prolonged vocational guidance has long been felt; and that need increases tremendously as our industry, our business, our agriculture, our government, our schools, and our economy become more intricate, departmentalized, and specialized.

We are dealing with youth at a most critical stage in his development from adolescence toward maturity with reference to one of the most vital aspects of his life. The young person entering the labor force is putting his physical and mental powers to productive use, for which he expects a return that will make him partly or wholly self-supporting.

The individual's feeling of achievement which he experiences in school is, in part, preparation for the satisfaction that comes from proving himself able to earn the wherewithal to supply his own wants and later the wants of those who will be dependent upon him.





Inasmuch as one of the major life activities of most persons is a vocational career, the responsibility of the school seems only too clear. In recognizing the responsibility and opportunity for helping students in plotting their educational program and their vocational choice and training, our school is attempting to meet the objectives of modern secondary education as stated by Boardman:<sup>1</sup> "...to prepare the individual to participate in modern democratic society; to develop the special abilities and capacities; to meet the needs and interests of each individual."

In our American culture success as a human being has been identified in a large part with vocational achievement. If we regard every pupil as a potential entrant into an occupation, the need for vocational guidance is vital to his welfare. We must help each pupil to relate his abilities, aptitudes, interests, and characteristics to a more or less definite educational pattern and a more or less specific area of occupational activity.

Too many workers are faced with vocational maladjustment because their preparation to meet the requirements of our complex culture has been a chance affair. The postwar period demands intelligent educational and vocational planning if the individual is going to make his best contribution to society and if society is going to fulfill the individual's personal

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<sup>1</sup> Charles W. Boardman, Encyclopedia of Educational Research, (New York: The MacMillan Company, 1941), p. 1067.

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needs. To plan wisely, and not blindly, he must, therefore, learn to know himself and he must learn of the varied opportunities offered him. A well-organized vocational guidance program is needed to meet adequately and effectively the needs of each American youth.

#### THE RELATION OF VOCATIONAL GUIDANCE TO THE TOTAL GUIDANCE PROGRAM

"Guidance includes all types of assistance which is given the individual to enable him to make good adjustment, wise decisions, and intelligent plans involving educational, occupational, social and personal problems and situations."<sup>2</sup> From the above definition we see that vocational guidance is one aspect only of guidance. The basic function of vocational guidance is to diagnose an individual's strengths and weaknesses and relate his strengths to existing occupational opportunities and conditions. It is more than the mere giving of occupational information. Many still believe that imparting information is the whole of vocational guidance, while still others go to the other extreme and take too broad a view of it.

The philosophy of leaders in the field of guidance is that a comprehensive program of vocational guidance should cover certain definite areas. Myers<sup>3</sup> lists the following

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<sup>2</sup> J. Wendell Yeo, "Suggested Content for the Group Guidance Program," Education, 65:80, October, 1944.

<sup>3</sup> G. E. Myers, Principles and Techniques of Vocational Guidance, (New York: McGraw-Hill Book Company, Inc., 1941), p. 107.

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services to be rendered:

1. A vocational information service
2. A self-inventory service
3. A personal data collecting service
4. A counseling service
5. A vocational preparatory service
6. A placement or employment service
7. A follow-up or adjustment service
8. A research service

Gertrude Forrester<sup>4</sup> states the functions of vocational guidance thus:

1. Assemble information about occupations
2. Impart information about occupations
3. Assist individuals to appraise their strengths and weaknesses
4. Counsel with individuals
5. Place individuals in suitable jobs
6. Follow up workers who have been placed

The writer's opinion is that in a well-balanced program provision for vocational guidance would be an intrinsic part of the educational and guidance program in the secondary school. Sufficient time and ample facilities must be at the disposal of competent counselors if adequate and effective goals are to

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<sup>4</sup> Gertrude Forrester, Methods of Vocational Guidance (Boston: D. C. Heath and Company, 1944), p.3-4.



be achieved. It must not be a case of the blind attempting to lead the blind. The process should not be subjective nor built on expressions of unsubstantiated interests and aptitudes imagined and expressed by the pupil. The intelligent approach would be to provide real assistance through careful diagnosis and counseling. We then would have preventive therapy instead of the need for drastic surgery as it exists today when countless youth become the quitters, the fired, the unemployed, or the vocationally maladjusted.

#### THE NEED FOR VOCATIONAL GUIDANCE

The justification for broadening the vocational aspects of our guidance program is to be found in the overwhelming evidence of the needs of our own youth and of the needs of youth everywhere gathered from objective data, experience, and observation.

Cultural Changes Create Occupational Complexity. Some decades ago, our American culture offered no great occupational problem. Opportunities were not diverse nor plentiful. Many sons followed in their fathers' footsteps. Daughters stayed at home. Industrial progress and development have brought changes which have had far-reaching effects. More and more the emphasis is on mechanics, machines, technology, and science. These scientific and technological advances have created thousands of kinds of jobs for both boys and girls. Today, youth faces a complex world, and the complexity implies spe-





cific job requirements, and requirements in turn mean preparation and training. Therefore, the countless changes which have taken place and are still taking place make it necessary for youth to have assistance in giving direction to his vocational life.

The Federal Interagency Committee on Youth Employment and Education, in submitting its report in the fall of 1946 said:

Many new problems of vocational adjustment will confront young people in the changing and difficult economic conditions of the years ahead. They will be needing more help than ever before if they are to meet these problems wisely.<sup>5</sup>

Youth between the ages of sixteen and twenty-four make up one-third of our unemployed.<sup>6</sup> This fact alone seems to prove a need for guidance. The one and a half million to two million boys and girls entering the highly competitive labor market annually are unprepared vocationally. They turn up at employers' offices looking for work but knowing little about the kind of work they want. They are usually unaware of the kinds of jobs for which they are qualified. They ignore the conditions prevailing in the labor market. Some have acquired specific skills through training. All have individual capacities to perform useful work in the labor field. Thus it may be seen that if hundreds of thousands of young people face the

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<sup>5</sup> Educational and Employment Opportunities for Youth (Washington, D. C.: Federal Security Agency, 1947), p. 14.

<sup>6</sup> Howard M. Bell, Youth Tell Their Story (Washington: American Council on Education, 1938), p. 106.





world of work every year they need assistance in planning, choosing, preparing for, and finding jobs that will utilize their potentialities as workers.

The following statement from the November issue of the NEA Journal suggests the cooperative approach that must be made to the problem:

The highschool and the world of business are too far apart in Chicago to allow young people to make an easy transition from school to work, according to a study recently made at Northwestern Univeristy. If this is true in Chicago it is doubtless true in other cities. According to this study, future cooperation of school leaders, guidance and industrial personnel men is needed with regard to: 1) the student's preparation for a career; 2) his entrance into a vocation; and 3) the progress made in the chosen vocation.<sup>7</sup>

The need for vocational assistance is further evidenced by the great number of students with no vocational choices or with uncertain choices. Beeson and Tope<sup>8</sup> found that only about 10 per cent of graduating high school seniors had given the same vocational choice each year during their high school careers. This would indicate a considerable degree of uncertainty and a tremendous need for assistance from competent and interested counselors.

Concerning those students with "no choice," Koos and Kefauver<sup>9</sup> found after eighteen surveys of the vocational

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<sup>7</sup> "News and Trends", NEA Journal, November, 1948, p.483

<sup>8</sup> Marvin F. Beeson and R. E. Tope, "A Study of Vocational Preferences of High School Students," The Vocational Guidance Magazine, 7:115-119, 139, December, 1928.

<sup>9</sup> Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools (New York: The MacMillan Company, 1932), p. 204.



choices of junior and senior high school students that only one study considered reported less than 70 per cent of the pupils with choices. Fourteen of the studies reported percentages of 80 or over.

Williamson and Darley<sup>10</sup> after studying the vocational choices of Minnesota high school seniors from 1929 through 1933, reported the following results:

Year	Men		Women	
	Total	% no choice	Total	% no choice
1929	1,517	37.1	1,704	36.8
1930	1,329	28.3	1,148	20.7
1931	2,257	32.4	2,203	27.4
1932	2,798	35.3	2,854	32.2
1933	3,344	39.9	3,290	35.8

Williamson<sup>11</sup> believes that we should emphasize the fact that the mere admission or possession of a vocational choice does not imply the validity of the choice. A choice or plan may be the result of a personal whim, parental prejudice, societal pressure, or pure accident. There is a great need for competent analysis and diagnosis of aptitudes, abilities, interests, and other characteristics necessary to the realization of achievable occupational goals.

Fifteen hundred delegates met in Sacramento during the month of January, 1948, to consider current problems affecting

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<sup>10</sup> E. G. Williamson and J. G. Darley, "Trends in the Occupational Choices of High School Seniors," Journal of Applied Psychology, 19:365, August, 1935.

<sup>11</sup> E. G. Williamson, How to Counsel Students (New York: McGraw-Hill Book Company, Inc., 1939), p. 430.





the lives of California youth. The conference was called upon the recommendation of the California Youth Committee, the Crime Commission on Juvenile Justice, the Youth Authority, and other state departments interested in the welfare of youth. Approximately three hundred young people participated in the discussion groups. One of the findings was, "Adequate vocational guidance for all youth is the first requisite to meeting the employment problems of youth."<sup>12</sup>

What is true of the youth of California is also true of our own youth. With the growing complexity of the occupational world, occupational adjustment through trial and error must be supplanted by wisely conceived, well-organized, adequately supported programs of vocational counseling, training, and placement suited to the various conditions prevailing in our community, and throughout the State.

A cross-sectional industrial and occupational survey of the Nashua area made during the spring of 1948 by the Guidance Department and four members of the Nashua High School faculty disclosed many interesting and valuable findings. Local employers reported that the trial and error method is still being used by many beginning workers. Boys and girls discover their lack of interest and unsuitability only after an unfortunate waste of time and money on the part of both employer and employee.

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<sup>12</sup> Report of the California Conference on Youth Welfare, "Employment for Youth," Employment Service Review, May, 1948, p. 28.



In the Nashua high school approximately 18 per cent<sup>13</sup> go on to post secondary institutions such as college or university, junior colleges, technical schools, and teacher colleges. 25 per cent follow commercial subjects; 1 per cent, special courses; 2 per cent, household arts; 17 per cent, mechanic arts courses; and 37 per cent, the general course. Approximately 82 per cent then enter the labor market annually directly after high school.

#### DESCRIPTION OF POPULATION

Nashua is an industrial city of approximately 35,000 residents. It is the county seat of Hillsboro County, New Hampshire, and is located forty miles northwest of Boston at the junction of the Merrimac and Nashua rivers. The manufactures include iron and steel, furniture, cotton goods, card and glazed paper, shoes, refrigerators, boxes, and hardware.

The population is largely bilingual, and is made up of the following nationality backgrounds: Irish, French, Polish, Lithuanian, and Greek.

Nashua has one senior high school with an average enrollment of 1050, and it offers the following courses: college preparatory (two years of Latin), commercial, general, manual arts, and household arts.

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<sup>13</sup> Annual Report of the Board of Education for the Year 1947, City of Nashua, New Hampshire, p. 40.





## GUIDANCE AT NASHUA SENIOR HIGH SCHOOL

A guidance program was initiated in the Senior High School on a part-time basis in 1936. One teacher was released from supervising two study periods per day, and during that time did individual counseling. This meant that in a six period day, the counselor taught four periods, and counseled two periods. In 1943, the guidance counselor was relieved of all teaching duties to devote all her time to guidance, but as head of the French Department she retained her supervisory duties.

The following account taken from the 1945 Annual Report of the Board of Education describes the program as it operated in our school until the fall of 1947:

It has been said that "the business of living is pretty largely the business of adjusting one's self to one thing after another, and quite frequently, to many things at once". The chief purpose of our guidance program has been, and continues to be, to help our pupils prepare for life through their adjustment to school. We are doing this by adapting the curriculum as far as possible to the needs of individual pupils and by helping each one of them individually, through the services of counselors, to make the most of his opportunities, to develop his abilities, and to overcome his limitations. Scholastic competition is at a minimum. We are not interested in having our students compete academically or socially with one another; we are interested only in having each pupil find and realize his own potentialities, for it is only in full realization of one's own powers that we find happiness and strength, and can give of that strength and happiness in service to the world.

In order to help a boy or girl to an understanding of his own abilities, to work and achieve up to capac-





ity, to make adequate social adjustments, and to plan for his future, a school must have certain kinds of information about him:

1. His general academic ability. General academic ability is important because it is one index of final educational and vocational adjustment. By the use of mental maturity tests our counselors check again and again on academic ability so that they may know the level that each pupil can be expected to reach in academic achievement and can then spur him on to work up to that level.

2. His past achievement. Standardized subject tests show the extent of a pupil's accomplishments. The counselors study their results and teachers' grades because scores on these tests and past grades indicate a pupil's strong and weak points and are clues to future achievement.

3. His disabilities. Disabilities receive particular attention because they are at the root of many school problems. Some pupils cannot read efficiently; their vocabularies may be limited; they may lack skills in studying or memorizing or organizing material; they may lack the muscular coordination which makes one adept in manipulative tasks, such as laboratory work. Many of our pupil and teacher conferences are held in connection with disabilities for our counselors try to spot weaknesses and provide remedial treatment for them before they become serious handicaps.

4. His aptitudes. Some natural bents are called into play in a pupil's daily routine; others must be discovered through tests of aptitude. This year provision was made by the Guidance Department for 292 juniors and seniors to take a battery of vocational aptitude tests so that each pupil might gain a clearer picture of his potentialities and limitations as related to his educational and occupational goals.

5. Personality adjustments. Life is a series of personality adjustments. Some individuals make these adjustments quickly and easily; others experience difficulty and become maladjusted. We all know individuals of ability who have never found success because they cannot get along with people. So in studying each pupil individually the counselors note his personal adjustments and help him overcome unpleasant personality traits by a frank but understanding discussion of them in individual interviews. Active participation in



extra-curricular affairs is particularly recommended for these pupils because it is through many varied social contacts that pupils develop poise and graciousness.

6. Interests. The counselors seek to know pupil interests, for interests are strong motivators in the learning process. They are also clues to vocational choices.

7. Physical well-being. Poor eyesight, poor hearing, poor general health or specific health troubles are often explanations for academic difficulties or behavior problems. Our counselors check frequently on health, and work hard to have physical defects corrected whenever possible. Programs are changed or special programs permitted when health problems arise.

8. Family background. The counselors seek to know the family background of each pupil, for family background is the greatest influence operating on a boy or girl. As a source of financial support it is also a basic item of importance in educational and vocational planning.

To gain all this necessary information our counselors draw on as many sources of information about a pupil as possible. They study all facts noted in his cumulative record which follows him from grade to grade; they talk with his teachers and to his parents and others who know what he is like when he is away from school; they observe the friends he chooses. And in individual conferences they learn from each pupil his problems, his aspirations, his hopes, and they help him to acquire self-dependence in meeting new experiences and dealing with new problems.

The counselor for commercial pupils is responsible for the placement of pupils in her department, but the other counselors give all assistance possible to non-commercial pupils in getting part-time and full-time work, referring them to the State Employment Office and counseling with them regarding other means of finding employment.

The boys and girls who have superior capacities for intellectual achievement and leadership should go from high school to college. Every effort is made by our guidance department to make a college education possible for these young people by the careful selection of the right college for each individual and, when necessary, scholarship aid . . . It is the function of the guidance department to see that the individuals who come under its







influence are given every opportunity for self-development. We are trying to give our pupils that opportunity.<sup>14</sup>

The kinds of information enumerated in the foregoing report are accumulated by counselors, specialists, home-room teachers, and class-room teachers through inquiry forms, rating scales, biographies, home visits, anecdotal records, tests, and individual interviews. All the data are kept in cumulative folders started at the first grade level and continued through each pupil's last year of school. The information contained in the cumulative folder renders invaluable help in all areas of counseling. It is especially useful in the vocational area where so much data must be realistically and intelligently studied, analyzed and appraised.

Within the limits of the counselors' resources in time and energy, much counseling information has been sought and found from community agencies. Important case data have been continually collected from such community resources as the Nashua Community Council. The Council has been most cooperative in assisting the local schools with referral cases. The indispensable help of a trained psychiatrist and of her competent staff of trained psychologists and social workers has made it possible for our Guidance Department to work more intensively and effectively. Counselors have profited tremendously from frequent consultations with these specialists.

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<sup>14</sup> Annual Report of the Board of Education for the Year 1945, City of Nashua, New Hampshire, p. 39-41.



Other community resources tapped for guidance purposes are the many religious organizations, the Scouts, the Y.M.C.A. and the Y.W.C.A. When such compiled data are integrated with school information, the whole pattern of behavior has a bearing upon the past and future adjustments of the student.

When placement problems have been encountered, the Federal-State Employment Offices have been very cooperative. Business service organizations such as the Kiwanis, Rotary, Lion, and Exchange clubs have contributed funds which have been used for giving financial assistance to needy pupils as well as for procuring guidance materials. Last spring through the help of one of these local clubs the vocational files were enriched by the addition of the series of Monographs published by the Bellman Company. The occupational shelves and files in the school library and in counselors' offices provide availability of factual and up-to-date information about occupations. Such information has been indispensable in the preparation of vocational units for group conferences.

The group approach in the guidance program had long been desired, not to supplant individual counseling, but to supplement it. In September, 1947, with the addition of a full-time boys' counselor to the guidance staff, a group orientation program was started with the tenth grade and is being satisfactorily continued.

In September, 1948, added personnel and a faculty guidance committee comprising fifteen teachers and heads of



departments, have made it possible to extend the guidance services. The department consists of two full-time girls' counselors, two part-time boys' counselors, and one part-time placement counselor.

Along with the continuation of the group orientation given the sophomores, a program was instituted for the juniors, this year. Conferences of a vocational nature were regularly scheduled. The following chapter explains the nature and scope of the eleventh-grade program.





## CHAPTER II

### THE NATURE AND SCOPE OF THE PROGRAM IN GRADE ELEVEN

Nashua Senior High School had a total enrolment in September, 1948, of 1073 pupils. Of this number 355 were eleventh-grade pupils. Vocational conferences were organized so that pupils would meet regularly during sixteen weeks of the first semester to discuss topics of a vocational nature.

#### VOCATIONAL ASSISTANCE THROUGH GROUP CONFERENCES

Description of the Vocational Conferences. The conferences reached the majority of the pupils. Out of 355 juniors, fifteen girls and fifty-four boys could not be assigned to conferences because of subject conflicts. Because there was no set time for a guidance period, the establishment of weekly meetings was a difficult and time-consuming undertaking. Study periods had to be utilized.

The pupils met in thirteen separate groups. Six groups of boys met with two boys' counselors; and seven groups of girls met with two girls' counselors. The smallest group numbered 14; the largest, 35. The groups were sectioned on the basis of course of study and expressed vocational interest. The conference periods lasted from 40 to 55 minutes.



Much of the work was done through informal discussions, a method which was valuable as a means of encouraging every student to express himself, and of helping the entire group to think logically and express ideas clearly.

Background of the Vocational Conferences. Some of the grade eleven pupils who met in group conferences had studied the following topics in group guidance classes at the Nashua Junior High School:

- How to Study an Occupation
- Agriculture
- Mining
- Manufacturing
- Trade and Business
- Clerical
- Grade 9 Electives
- How to Study
- Testing
- Transportation and Communication
- Domestic Service
- Public Service
- Professional Service
- Securing a Job
- Local Jobs
- Local Partial Financial Aids

The texts used in the Junior High School were Brewer and Landy's<sup>1</sup> Occupations Today, and Davey, Smith and Myers'<sup>2</sup> Everyday Occupations.

In organizing the grade eleven units an attempt was made to prepare the material in as basic, broad, and inclusive a form as possible to help those who were receiving vocational assistance for the first time and yet avoid duplication

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<sup>1</sup> John M. Brewer and Edward Landy, Occupations Today (Boston: Ginn and Company, 1943).

<sup>2</sup> M. A. Davey, E. Smith and T. Myers, Everyday Occupations (Boston: D. C. Heath and Company, 1941).





and monotonous repetition for those familiar with occupational data. It was not too difficult in view of the fact that at the junior high school level immaturity, indefinite crystallization of aptitudes and interests, meager information concerning self and the world characterize many students of this age.

Justification of the Vocational Conferences at the Eleventh-Grade Level. While vocational assistance is given at each high school level on an individual basis, the group work of a vocational nature was offered at the grade eleven level for the following reasons:

1. It has been noted through individual counseling that pupils at the grade eleven level become increasingly vocation-minded. They show greater interest, curiosity, and concern over their future through a greater demand for occupational materials, such as books, pamphlets and briefs. Catalogs for educational opportunities also have increased circulation.

2. Approximately one-third of the grade eleven pupils have part-time work. Discussing the importance of a vocational plan, learning of one's abilities, interests, aptitudes and skills, becoming acquainted with sources of information in group meetings will make part-time experience more meaningful.

3. If pupils make a tentative vocational choice at the eleventh-grade level, there is still ample time for careful and intelligent planning of post high school education or



training. Grade twelve rarely allows a partial change of plans, let alone a complete change of high school program.

4. A tentative choice at the eleventh grade level gives students the chance to take advantage of the opportunities offered within the school. For instance, pupils who develop a real interest in the field of retailing during their junior year can elect Distributive Education, which is offered to seniors.

5. Potential drop-outs at the eleventh-grade level might realize the importance of a high school education in the planning and reaching of an occupational goal, and, therefore, refrain from leaving school.

6. Through the Boston University Testing Service, grade eleven students are offered a battery of vocational aptitude tests. The battery comprises the California Test of Mental Maturity, the Cooperative C<sup>1</sup> Reading Comprehension Test, the Minnesota Vocational Test for Clerical Workers, the Revised Minnesota Paper Form Board Test, and the Occupational Interest Inventory. This year 221 juniors took advantage of this opportunity. While the interpretation of the scores was done on an individual basis, much time was saved by the counselors when the tests were explained during group meetings. Terms which were unfamiliar to high school pupils could be defined and explained to a group, thus saving effort and time during interpretation.

The general status of vocational uncertainty among





juniors justifies further the vocational conferences at the eleventh-grade level. Beeson and Tope,<sup>2</sup> in a study of 2000 high school students in Colorado, found that the eleventh grade is the period of greatest vocational uncertainty.

John D. Davis,<sup>3</sup> Commissioner of the Employment Security Department for the State of Washington, says:

It is my sincere belief that as a matter of simple justice to the youth of our country, we should re-evaluate the composition and adequacy--the basic value in fact--of our vocational guidance, vocational education, and employment counseling programs; that we should then--after we establish a practical program--go back beyond the time in a young person's life when he attempts to enter the labor market. We are sure there must be a point back there--maybe at the start of his junior year in high school when we can point out realistic paths that young potential workers may take to appropriate vocational goals.

Williamson<sup>4</sup> says:

Adequate classes in occupational orientation, on all educational levels, will prove to be most effective in preventing uncertain as well as unwise occupational choices. With whatever facilities may be at hand, the counselor must help the student make a tentative choice early in high school, seek gently each year to make this more definite, in line with newly acquired information about the student, and strive to resist undue pressure from parents, classmates, and teachers to force the student into a hasty and ill-advised choice.

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2 Marvin Beeson and R. E. Tope, "A Study of Vocational Preferences of High School Students," The Vocational Guidance Magazine, 7:139, December, 1928.

3 John D. Davis, "Heading-Off Youth's Employment Problems," Employment Service Review, 15:11, May, 1948.

4 E. G. Williamson, How to Counsel Students, (New York: McGraw-Hill Book Company, Inc., 1939), p. 425.





General Objectives of the Vocational Conferences.

1. To extend and enrich the school's vocational guidance services in order to help students learn as much as possible about themselves: their achievements, abilities, skills, aptitudes and interests.

2. To reach a greater number of students in order to help them learn as much as possible about educational and vocational opportunities and requirements.

3. To help students relate their qualifications to occupational requirements for the purpose of determining a course of action based on sound, realistic planning.

4. To conserve the time of counselors and students by providing an economical way of imparting information of common interest and value.

Specific Objectives of the Vocational Conferences. To give the student:

1. A clear understanding of the meaning of vocational planning.

2. A realization of the value of vocational planning.

3. A realization that vocational planning may bring forth an individual's most worthwhile contribution to the world of work.

4. A realization that each individual through intelligent planning can become economically self-sufficient.

5. A realization that vocational planning can help



each individual make the most of his abilities.

6. A realization that vocational planning can lead to realistic vocational choices.

7. A realization that vocational planning can help each individual make the most of his interests.

8. A realization that vocational planning can help each individual take full advantage of numerous opportunities.

9. An appreciation of the vocational aspects of the subjects and courses offered by the Nashua Senior High School.

To aid the student:

10. To secure an accurate appraisal of himself with respects to the needs of an occupation.

11. To secure an accurate appraisal of himself with respects to his own individual needs.

12. To discover his general ability.

13. To analyze his special aptitudes and skills.

14. To analyze his own individual interests.

15. To discover his likes and dislikes.

16. To evaluate his personal qualities.

17. To evaluate his strengths and limitations.

18. To chart his future educational course.

19. To chart his future vocational course.

20. To secure a knowledge of the most reliable sources of information concerning fields and trends of work.

21. To become more skillful in the use of the sources of information available.





22. To learn how best to locate and use available literature.

23. To participate in an increased number of visits to places of employment.

24. To gain an appreciation of the value of part-time work experience.

25. To gain an appreciation of the value of vocational information broadcast over local and national networks.

26. To become aware of the wealth of occupational knowledge to be derived from motion pictures.

27. To gain a mastery of the techniques used when investigating an occupation.

28. To inculcate a comprehension of the interdependence of workers, and an understanding of the part each worker plays in our economic life.

29. To bring out qualities of character and attitudes essential to success in school or elsewhere.

30. To develop worthwhile habits of work and conduct.

#### Outline of the Eleventh-Grade Program.

#### Unit I The Meaning and Significance of Vocational Planning

A. What is Vocational Planning?

B. Why should there be Vocational Planning?

C. How can Vocational Planning be accomplished?

#### Unit II Vocational Self-Analysis

A. An Analysis of Individual Differences

1. General Ability



## 2. Special Aptitudes

- a) Artistic
- b) Creative
- c) Mathematical
- d) Mechanical
- e) Musical
- f) Dramatic
- g) Administrative

## 3. Interests

- a) In People
- b) In Ideas
- c) In Things

## 4. Personal Characteristics

- a) Physical Fitness
  - 1) General Health  
(assets--handicaps)
- b) Personal Qualities
  - 1) Honesty
  - 2) Dependability
  - 3) Sincerity
  - 4) Loyalty
  - 5) Industriousness
  - 6) Adaptability
  - 7) Initiative
  - 8) Courtesy
  - 9) Agreeableness

## B. The Use of

- 1. Tests (scholastic aptitude, vocational aptitude, achievement)
- 2. Inventories (interest, personality)
- 3. Rating Scales and Charts
- 4. Talks to
  - a) Parents
  - b) Teachers
  - c) Counselors (Church, School, Clubs)



5. Studies of Past Records of

- a) In-school achievement and activities
- b) Out-of-school achievement and activities

C. The Purpose of Self-Analysis

- 1. To discover one's own particular vocational needs
- 2. To discover the needs of one's vocational choice.

Unit III Sources of Information concerning Major Occupational Fields and Occupational Trends

A. Sources of Information

1. Printed

Dictionary of Occupational Titles  
Books  
United States Census  
Career Monographs  
Government Publications  
Surveys  
Magazines  
Pamphlets  
Briefs

2. Audio-Visual Aids

Motion Pictures  
Film Strips  
Radio  
Graphic Materials

3. Other Sources

Visits to Places of Employment  
Agencies  
Counselors  
Teachers  
Classes  
Workers  
Service Clubs  
Assemblies  
Avocational Pursuits





B. Information to be found in these sources

1. Major Occupational Groups
2. Trends in the World of Work
  - a) National
  - b) Local
3. Methods of Investigating a Specific Occupation
4. Labor Legislation
5. Post High School Educational Opportunities
  - a) Colleges
  - b) Schools for further training
  - c) Correspondence and Extension Courses



### CHAPTER III

#### THE PREPARATION AND USE OF SELECTED UNITS

Careful consideration was given to the needs and interests, the time allotment, the available materials, the local educational and occupational situation. Instead of using one basic textbook, it was decided to prepare and use a number of units for vocational conferences. It was felt that units would better serve the aims of the conferences and would provide more flexibility in the group approach.

#### VOCATIONAL TOPICS DEVELOPED

#### AS BASIC UNITS FOR GROUP CONFERENCES

Selection of the Units. The selection of the units to be used in the grade eleven program was made by the Guidance Department with the cooperation of the Faculty Guidance Committee. The task of submitting a list of tentative topics to be considered for group vocational conferences was delegated to the writer of this study. After a careful study of the local situation and of all other factors involved in such an undertaking, the chosen topics were approved by the Director of Guidance and by the administration of the school.

The topics were selected on the following basis:

1. The needs and wishes of the pupils
2. The needs and wishes of local employers





3. A study of guidance programs in other schools

4. A study of topics suggested in Group Guidance Courses, and Occupational Information Courses

1. The needs and wishes of the pupils were carefully checked on the guidance questionnaires which were filled out in September, 1948. It was found that approximately two-thirds of the grade eleven pupils had no vocational plans, and many of the remaining one-third had only vague, indefinite plans. This implied a need for emphasis being placed on the importance of vocational planning, the need for vocational self-analysis, and the sources of information available for pupil use.

2. The needs and wishes of local employers were obtained from a cross-sectional industrial and occupational survey of the Nashua area made during the spring months of 1948 by the Guidance Department and four members of the Nashua High School faculty. From the findings of this survey, the employers revealed they want employees who know their strong and weak points, who have desirable personality traits, and who are not immature, helpless youths. Here again, the implication is a need for helping prospective employees learn the importance and the significance of planning ahead, of discovering abilities, aptitudes, interests and of being able to find help from informational sources.

3. Guidance programs in schools similarly situated were closely studied. Schools of approximately the same size,



having the same industrial, racial, and financial patterns, were visited by members of the Guidance Department. In some instances studies made in other schools offered helpful suggestions.

4. The topics suggested in guidance courses were most helpful. Many faculty members have followed such courses, and they were all most willing to share the knowledge gained from their graduate studies.

Preparation of the Units. The preparation of the units was undertaken by the writer of this study. During the preparation of each unit, frequent consultations were held among the counselors who were to use the units. After the completion of each unit, it was carefully studied, thoroughly discussed, and then revised.

The number of conferences to be held, the length of the school periods, and other local factors were of primary and paramount importance in the development of the material. For purposes of consistency, simplicity, and clarity each unit was prepared on the same basic plan:

- I Central Theme
- II Specific Objectives
- III Procedure
  - A. Preparation
  - B. Motivating Suggestions
  - C. Content
- IV Suggested Activities
- V Questions for Discussion



## VI Reading List for the Student's Use

## VII Reading List for the Counselor's Use

The first step in the preparation of a unit was to develop the central theme. The delimitation of topics offered a problem. Some pupils were already familiar with occupational data, because vocational assistance had been given through group guidance classes all through grades seven, eight and nine, while others were to receive vocational group guidance for the first time. Therefore, in the development of a central theme and in the organization of the content of each unit, a constant effort had to be made to keep the material in as basic and broad a form as possible and yet avoid duplication and monotonous repetition. Objectives were set up and countless sources were consulted during the organization of the content. The suggested activities and questions for discussion were prepared for optional use by the group leaders.

The students' reading lists were prepared solely from books to be found either on the vocational shelves of the school library or counselors' offices. Not all available vocational books were listed. The lists were limited to a selection of those references considered particularly pertinent to the units being developed.

Use of the Units. The units were used as the bases for all vocational conferences by the four high school counselors as group leaders. Unit I entitled, The Meaning





and Significance of Vocational Planning, was used for the first two meetings. The first meeting was concerned with the four W's: When? -- Where? -- What? -- and Why? The following introductory statement was made:

While you are in high school, and thinking in terms of present day and future educational plans, it is time to relate those plans to realistic thinking about your vocational plans. What are you going to do after high school? Because each of you is a potential worker (1,7000,000 boys and girls go from high school into jobs every year), it is one of the school's major responsibilities to help you prepare so that you may achieve vocational satisfaction. This is not a class in Occupations. In Junior High School some of you made a survey of the World of Work and learned how to study an occupation. Here, in the weeks to follow we hope during these vocational conferences to help you understand yourselves, your abilities, interests, aptitudes, and personal characteristics. We hope to impress you with the importance of vocational planning and to acquaint you with sources of information about occupational material so that when you choose an occupational field you will do so wisely and therefore achieve as much vocational happiness as possible.

Following this introduction, the pupils were encouraged to talk about the factors involved in the making of a vocational plan, and the reasons why time and energy should be given to planning one's vocation.

The second meeting was devoted to the discussion of methods used in making realistic vocational plans, and the personal values which can be derived from such planning. Some members of the groups who worked after school hours, and Saturdays, or who had worked during the summer months related some personal experiences which pointed up the need for making vocational plans.



Eight conference periods were allotted to Unit II, Vocational Self-Analysis. The first meeting on this unit was spent explaining and discussing the central theme. Items III A and B 1 were not used because no outside assignments were given any of the groups. The second conference on this unit started with item B 2. Book III, of the National Forum Series, was distributed, and the six cases on pages 60-63 were used. Each case was read, possible solutions suggested and considered, then fully discussed. The next five conference periods were devoted to a discussion of individual differences, interests, abilities and aptitudes, personal characteristics, the use of tests. The third and fourth suggested activities were used with some groups. One counselor, with the cooperation of the other group leaders, used suggested activity 7 very successfully. A radio skit was prepared and presented over Station WOTW. The skit was followed by a round-table discussion on "Personality Factors in Relation to a Job."

The eighth and last conference on this unit tried to summarize salient points by the use of the questions for discussion.

Six conference periods were allotted to Unit III, Sources of Information. At the start of the first meeting, which was the eleventh vocational conference, several books, magazines, briefs, monographs and pamphlets were distributed to members of the group. Students were requested to examine the contents of the references in order to become familiar





with them as sources of vocational information, and then, after a two or three minute interval, they were asked to exchange with one another. This was done until each reference had circulated among all members of the group.

The next two conferences concerned themselves with a discussion of printed sources of information. During the fourteenth meeting, the pupils were acquainted with other sources of information, such as visits to places of employment, agencies, teachers, workers, classes, assemblies and others. The information to be looked for and to be found was the subject of the fifteenth meeting. The last conference was an attempt to answer some questions the pupils might have in mind concerning this particular material. To answer and clarify any possible question, the questions for discussion were used as the bases for an informal question and answer period. The three units follow.



## UNIT I

### THE MEANING AND SIGNIFICANCE OF VOCATIONAL PLANNING

#### I Central Theme

Upon the choice of a vocation depends much of an individual's happiness and well-being, therefore planning one's vocation is the first step in achieving happy occupational adjustments and vocational satisfaction.

#### II Primary Objectives

To give the student

1. A clear understanding of the meaning of vocational planning.
2. A realization of the value of vocational planning.
3. A realization of the need to plan rationally instead of blindly one's future life.
4. A realization that vocational planning may bring forth an individual's most worthwhile contribution to the world of work.
5. A realization that each individual through intelligent planning can become economically self-sufficient.
6. A realization that vocational planning can lead to realistic vocational choices.
7. A realization that vocational planning can help each individual make the most of his abilities.



8. A realization that vocational planning can help each individual make the most of his interests.
9. A realization that vocational planning can help each individual take full advantage of numerous opportunities.
10. An appreciation of the vocational aspects of the courses and subjects offered by Nashua Senior High School.

### III Procedure

#### A. Preparation:

Prior to the meeting of the group, the room might be equipped with the required and optional reading material, and appropriate posters and articles displayed on the bulletin board.

#### B. Suggestions to motivate interest and start discussion:

1. Read in Book II of the National Forum Series (p 120), Milton Berry's story. Follow the story with these questions:
  - a) What does Mr. Berry's story indicate?
  - b) What were the results of his lack of planning?
  - c) Is he an exception to the rule, or do you feel that many persons enter a vocation without planning?
2. List at the blackboard the common difficulties encountered after high school when a young man or woman is seeking employment. The difficulties volunteered by the members of the group would probably be: lack of training, experience, ability, interest and aptitude.
  - a) What are the reasons for these common difficulties?
  - b) Is one of them lack of vocational planning?
  - c) How could planning ahead eliminate them?

Discuss.





3. Do you know a drifter? A person who has gone from one job to another, never finding his vocational niche?
  - a) Do you suppose a vocational plan would have prevented his drifting and brought him vocational satisfaction?

The foregoing are only a few of the results of lack of vocational planning. You may be asking yourselves whether these examples are exceptions to the rule. As proof of lack of vocational planning aside from everyday observations we have evidence from statistical surveys:

1. Williamson<sup>1</sup> gives the results of high school surveys which show that pupils do very little vocational planning.
2. When choosing occupations, 83 per cent of the high school pupils questioned chose from among ten occupations only. This seems to indicate lack of knowledge of the wide variety of occupational fields and lack of vocational planning.

#### C. Content:

1. What is Vocational Planning?

Vocational planning involves the making of a tentative program of one's vocational future with realistic consideration given to all aspects of the problem.

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<sup>1</sup> E. G. Williamson, How to Counsel Students (New York: McGraw-Hill Book Company, 1939), p. 458-463.



2. Why should time and energy be given to such planning?

- a) We live in a complex world. There are 20,000 ways of earning a living.
- b) We face swift changes. Atomic developments, post-war technological changes demand rational plans.
- c) We have a great yearly labor turnover. One-third of the unemployed are between 16 and 24. Planning eliminates waste of time, money, resources, energy of both employer and employee.
- d) We lack trained personnel. Two and a half million enter the labor field every year - the majority unprepared. Planning would bring into focus the need for preparation, whether it be further education, training or work experience.

3. How does a pupil go about planning his vocational future?

A pupil can formulate a realistic plan through a

- a) knowledge of himself (mental and physical capacities, interests, likes and dislikes, aptitudes and skills, personality, etc.)
- b) knowledge and intelligent use of the numerous and varied sources of information concerning major occupational fields and major occupational trends.  
(These topics will be discussed in the weeks to follow)

4. What is the significance of Vocational Planning?

- a) Vocational planning tentatively determines an occupational goal to be reached.





- b) Vocational planning gives meaning and purpose to a high school education.
- c) Vocational planning is essential when considering subject and curricula choices.
- d) Vocational planning demands concentration on occupational requirements such as further education or training, aptitude, health, age, experience, et cetera.
- e) Vocational planning helps each individual pupil realize he has a worthwhile contribution to make to the world.
- f) Vocational planning creates a desire for vocational success.
- g) Vocational planning leads to improved group welfare because through such planning an individual makes his best contribution.
- h) Vocational planning helps a pupil realize he can become economically self-sufficient.
- i) Vocational planning leads to realistic vocational choices.
- j) Vocational planning helps a pupil make the most of his abilities.
- k) Vocational planning helps a pupil make the most of his interests.
- l) Vocational planning helps a pupil take advantage of local and national opportunities.
- m) Vocational planning helps fulfill local and national employment needs.
- n) Vocational planning helps a pupil fulfill his own personal needs.
- o) Vocational planning helps a pupil prepare himself to assume the manifold responsibilities of adulthood.



#### IV Suggested Activities

1. Have prepared slips of paper each containing the name of a different vocation. Each pupil may draw a slip and name the high school course most helpful to one who plans to enter this vocation. What else do you know about this vocation? What would you like to know about it if you were planning on making it your life work?
2. Conduct a Senior Class Survey to discover how many have definite vocational plans. How many have tentative plans? How many have no plans? Tabulate results.
3. Have a panel discussion on: "The Values to be Derived from Sound Vocational Planning."
4. Interview four persons whose occupations are entirely different from each other. Ask them how they chose the occupation. Did they plan their vocational future? If so, how did they go about it? If not, why not? Would it have been easier if they had? What are their recommendations? Write up the most interesting interview for the school paper.
5. Did you have any particular vocation in mind when you chose your electives? On unsigned slips of paper write your REAL reasons for choosing them. Discuss how valid these are.

REIGN OF KING CHARLES THE FIRST

IN THE YEAR OF HIS AGE SIXTYE

AND THE YEAR OF HIS REIGN THE FIRST

AND THE YEAR OF HIS REIGN THE SECOND

AND THE YEAR OF HIS REIGN THE THIRD

AND THE YEAR OF HIS REIGN THE FOURTH

AND THE YEAR OF HIS REIGN THE FIFTH

AND THE YEAR OF HIS REIGN THE SIXTH

AND THE YEAR OF HIS REIGN THE SEVENTH

AND THE YEAR OF HIS REIGN THE EIGHTH

AND THE YEAR OF HIS REIGN THE NINTH

AND THE YEAR OF HIS REIGN THE TENTH

AND THE YEAR OF HIS REIGN THE ELEVENTH

AND THE YEAR OF HIS REIGN THE TWELFTH

AND THE YEAR OF HIS REIGN THE THIRTEENTH

AND THE YEAR OF HIS REIGN THE FOURTEENTH

AND THE YEAR OF HIS REIGN THE FIFTEENTH

AND THE YEAR OF HIS REIGN THE SIXTEENTH

AND THE YEAR OF HIS REIGN THE SEVENTEENTH

AND THE YEAR OF HIS REIGN THE EIGHTEENTH

AND THE YEAR OF HIS REIGN THE NINETEENTH

AND THE YEAR OF HIS REIGN THE TWENTIETH

AND THE YEAR OF HIS REIGN THE TWENTY FIRST

6. "What you are to be, you are now becoming."

Explain this statement in the light of vocational planning.

7. Members of the group who have worked after school or during vacations may be asked to relate some personal experience that might help in the formulating of vocational plans.

8. Show the group the film Finding Your Life Work<sup>1</sup>. Write a report of the impressions you received after seeing this two-reel picture. Have a class discussion on the six points emphasized.

9. Write a short theme, or prepare a three minute talk on: "What a Vocational Plan Would Mean to Me."

<sup>1</sup> Vocational Guidance Films, Incorporated, Carl F. Malinke Productions, Chicago, Illinois.



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DEPARTMENT OF THE HISTORY OF ARTS

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1890

Jan 1st

Feb 1st

Mar 1st

Apr 1st

May 1st

Jun 1st

Jul 1st

Aug 1st

Sep 1st

Oct 1st

Nov 1st

Dec 1st

1891



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THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

THE FIRST

FROM THE ORIGINAL MANUSCRIPTS

AND THE BEST EDITIONS

OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

OF THE UNIVERSITY OF OXFORD

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1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a single continuous medium.

7. The seventh part is devoted to the case of a system of continuous media.

8. In the eighth part, we consider the case of a single continuous medium.

9. The ninth part is devoted to the case of a system of continuous media.

10. In the tenth part, we consider the case of a single continuous medium.

11. The eleventh part is devoted to the case of a system of continuous media.

12. In the twelfth part, we consider the case of a single continuous medium.

13. The thirteenth part is devoted to the case of a system of continuous media.

14. In the fourteenth part, we consider the case of a single continuous medium.

15. The fifteenth part is devoted to the case of a system of continuous media.

16. In the sixteenth part, we consider the case of a single continuous medium.



- Kefauver, G. N. and H. C. Hand, Appraising Guidance in the Secondary Schools, New York: The MacMillan Company, 1941.
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## UNIT II

VOCATIONAL SELF-ANALYSISI Central Theme

In making sound vocational plans a student should analyze his assets and liabilities; that is, he should take into account his ability, his aptitudes, his interests, and his personal qualities.

II Specific Objectives

To aid the student

1. To secure an accurate appraisal of himself with respects to the needs of an occupation.
2. To secure an accurate appraisal of himself with respects to his own individual needs.
3. To discover his general ability.
4. To analyze his special aptitudes and skills.
5. To analyze his own individual interests.
6. To evaluate his personal qualities.
7. To evaluate his strengths and limitations.
8. To chart his future educational course.
9. To chart his future vocational course.

III Procedure

## A. Preparation:

Two weeks in advance, the students may be asked to write an autobiography. Notwithstanding the many limitations of a biography, some biographies may yield a number of clues that will



give a discerning counselor insight into the pupil's vocational interests.

B. Suggestions to motivate interest and start discussion:

1. Have some volunteers read their autobiographies.

Discuss them.

2. Read the six cases on p. 60-63, Book III, National Forum Series, and as the book suggests, let the pupils be the counselors. Discuss each case, suggest possibilities, recommend a further course of action.

Answer the questions at the end of each case. Are there disagreements among members of the class?

Discuss them.

C. Content:

1. An analysis of individual differences:

- a) General Ability

- b) Special Aptitudes

- Artistic
    - Creative
    - Mathematical
    - Mechanical
    - Musical
    - Dramatic
    - Administrative

- c) Interests

- In People
    - In Ideas
    - In Things

- d) Personal Characteristics

- Physical Fitness
    - Personal Qualities
    - Honesty





dependability  
sincerity  
loyalty  
industriousness  
adaptability  
initiative  
courtesy  
agreeableness

## 2. The Use of

- a) Tests (scholastic aptitude, achievement, aptitude)
- b) Inventories (interest, personality)
- c) Rating Scales and Charts
- d) Talks to:
  - (1) Parents
  - (2) Teachers
  - (3) Counselors (Church, School, Clubs)
- e) Study of Past Records
  - (1) School Grades and Activities
  - (2) Out-of-School Achievements and Activities

## 3. The Purpose of Self-Analysis

- a) To discover one's own particular vocational needs
- b) To discover the needs of one's vocational choice.

## IV Suggested Activities

1. Prepare a three-generation family tree: your parents, grandparents, and great grandparents; give the occupations of each. Does this throw any light on your own vocational interests or aptitudes? Ask

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your parents to help you.

2. Read and report on one of the many books now available on personality development. Consult the card catalog in the library, or ask the librarian or your counselor for help.

3. List ten traits of character you like in your friends. Why do you like these traits?

4. Make a list for yourself of ten steps you can take to improve yourself.

5. Bring to class for discussion some advertisement pertaining to personality development.

6. Interview local employers to discover what personal qualities and traits they consider most important in employees. Bring your information to class for discussion.

7. Prepare a radio skit showing how personality factors are important on a job.

#### V Questions for Discussion:

1. What is meant by levels of work?

2. What skills do you learn in school? At home? How can these help you later on?

3. What occupations require manipulative skill?

numerical ability? clerical ability? artistic ability?  
musical ability? social ability?



4. Of what value are tests in helping you to appraise yourself?
5. Could actual interests you now have influence your choice of a vocation?
6. How can curricular and extra-curricular activities help you to discover your abilities, interests and aptitudes?
7. Can you find examples of persons who had early interests which later developed into earning power for them?
8. If you have natural curiosity about yourself you will want to have a full picture of your abilities. How can you rate yourself quite accurately?
9. What is a good definition of the word "personality?"
10. Can people change their personalities?
11. We sometimes hear: "Sally lacks personality," or "Tom has no personality". Are these statements correct?
12. Why is it necessary to understand oneself? What kind of personal information is of more value in understanding and appraising one's self?





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- Hand, H. C. and M. E. Bennett, Group Guidance in High School. New York: McGraw-Hill Book Company, Inc. 1938.
- Harris, Erdman, Introduction to Youth, New York: The MacMillan Company, 1942.

1. The first part of the paper discusses the importance of the study and the objectives of the research. It also mentions the scope of the study and the limitations of the study.

2. The second part of the paper discusses the methodology used in the study. It mentions the data sources and the data collection methods used in the study.

3. The third part of the paper discusses the results of the study. It mentions the findings of the study and the conclusions drawn from the study.

4. The fourth part of the paper discusses the implications of the study. It mentions the practical implications of the study and the theoretical implications of the study.

5. The fifth part of the paper discusses the future research. It mentions the areas for future research and the suggestions for future research.

6. The sixth part of the paper discusses the conclusion of the study. It mentions the overall findings of the study and the conclusions drawn from the study.

7. The seventh part of the paper discusses the references. It mentions the sources used in the study and the references cited in the study.

8. The eighth part of the paper discusses the appendix. It mentions the additional information provided in the study and the appendix included in the study.

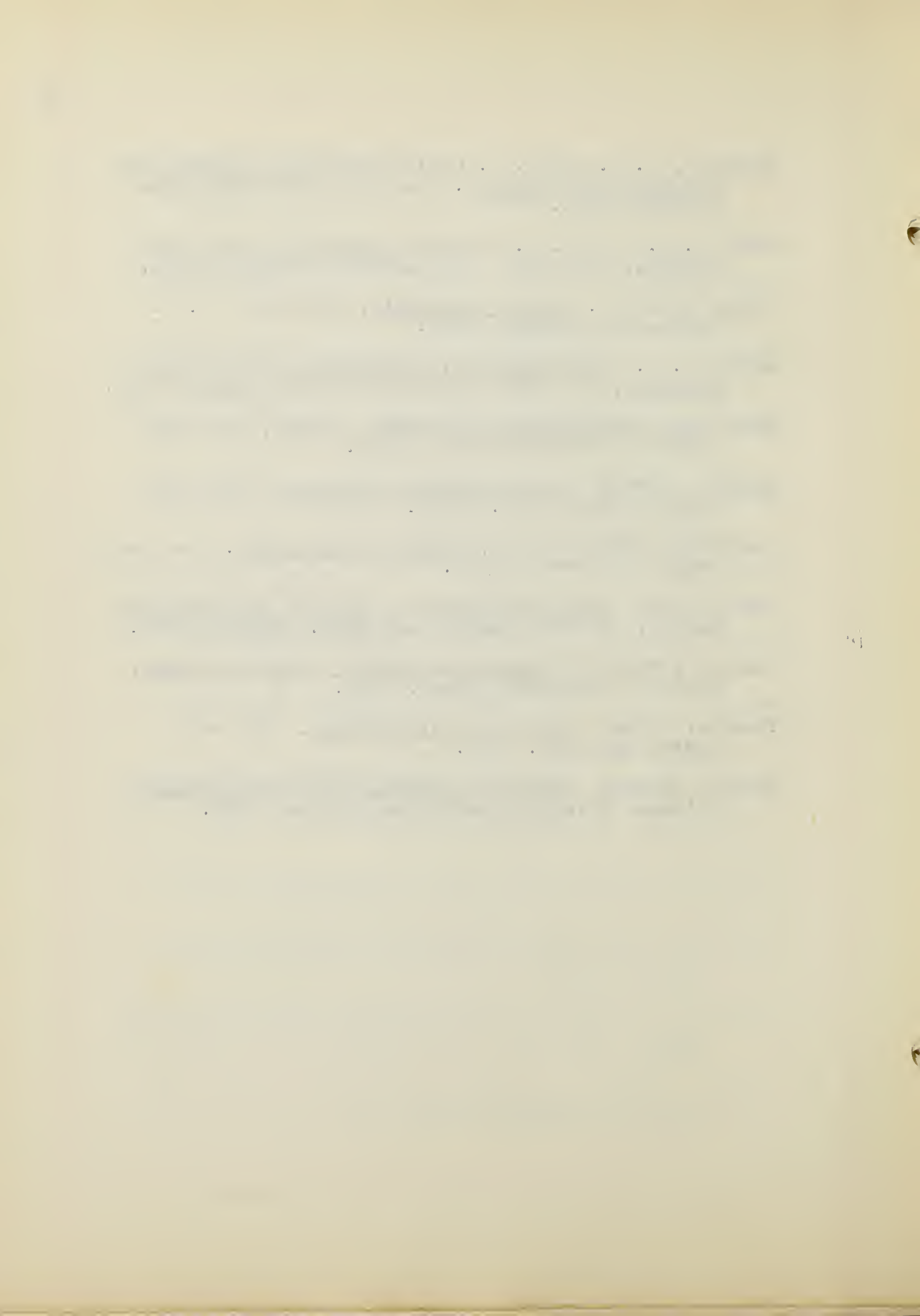
9. The ninth part of the paper discusses the bibliography. It mentions the sources used in the study and the references cited in the study.

10. The tenth part of the paper discusses the index. It mentions the topics covered in the study and the index provided in the study.



- Kefauver, G. N. and H. C. Hand, Appraising Guidance in the Secondary Schools. New York: The MacMillan Company, 1941.
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## UNIT III

## SOURCES OF INFORMATION

I Central Theme

Sound vocational planning and wise occupational choices depend largely upon a knowledge and a frequent use of reliable sources of information concerning the major fields of occupations and the present working trends.

II Specific Objectives:

To aid students

1. To secure a knowledge of the most reliable sources of information concerning fields and trends of work.
2. To become more skillful in the use of the sources of information available.
3. To learn how best to locate and use available occupational literature.
4. To participate in an increased number of visits to places of employment.
5. To gain an appreciation of the value of part-time work experience.
6. To learn to appreciate the vocational information broadcast over local and national networks.



7. To become aware of the wealth of occupational knowledge to be derived from motion pictures.

8. To gain a mastery of the techniques used when investigating an occupation.

### III Procedure

#### A. Preparation:

1. Post on bulletin board graphic materials such as: B'nai B'rith charts, posters, pictures depicting fields and trends of work.

2. Place on desk or table copies of the D.O.T., U. S. Census, occupational books, magazines, briefs, monographs and pamphlets.

#### B. Motivating Suggestions:

1. Distribute the above-named references. Request each pupil pass to his or her neighbor at three-minute intervals each reference so that each one will have an opportunity to examine the contents of these sources of information. Afterwards the material may be consulted in the library or in the counselors' offices.

2. Use the following analogy:

When an architect plans a building not only does he prepare a blueprint, but he surveys a

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

$$\begin{cases} \Delta u = f(x, y, u, v) \\ \Delta v = g(x, y, u, v) \end{cases} \quad (1)$$

in the domain  $D$  bounded by the curve  $\Gamma$ , where  $f$  and  $g$  are continuous functions of the variables  $x, y, u, v$  and satisfy certain conditions. The second part of the paper is devoted to the study of the properties of the solutions of the system (1) and to the construction of the solutions of the system (1) by the method of successive approximations.

3. In the third part of the paper, we shall study the properties of the solutions of the system (1) and to the construction of the solutions of the system (1) by the method of successive approximations. We shall show that the solutions of the system (1) exist and are unique in the domain  $D$  and that they satisfy certain properties. We shall also show that the solutions of the system (1) can be constructed by the method of successive approximations.

4. In the fourth part of the paper, we shall study the properties of the solutions of the system (1) and to the construction of the solutions of the system (1) by the method of successive approximations. We shall show that the solutions of the system (1) exist and are unique in the domain  $D$  and that they satisfy certain properties. We shall also show that the solutions of the system (1) can be constructed by the method of successive approximations.



site, and uses many tools to do the best job possible. When a pupil plans his future he also surveys the site or the occupational fields. He analyzes himself, and he uses tools and aids at his disposal for his own vocational welfare. Some of the tools and aids are the sources of information listed below.

C. Content:

1. Sources of Information

a) Printed

- (1) Dictionary of Occupational Titles
- (2) United States Census
- (3) Government Publications
- (4) Surveys
- (5) Books
- (6) Magazines
- (7) Pamphlets
- (8) Briefs
- (9) Monographs

b) Audio-Visual Aids

- (1) Motion Pictures
- (2) Film Strips
- (3) Radio
- (4) Graphic Materials

c) Other Sources

- (1) Visits to Places of Employment
- (2) Agencies
- (3) Counselors
- (4) Teachers
- (5) Classes
- (6) Workers
- (7) Service Clubs
- (8) Assemblies
- (9) Avocational Pursuits

The first part of the report is devoted to a general

description of the material and the methods used in the

investigation. The second part contains the results of the

experiments and the third part the conclusions drawn from

the results. The fourth part contains the references.

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2. Information to be found in these sources:

a) Major Occupational Groups

- 1) Professional and Managerial Occupations
- 2) Clerical and Sales Occupations
- 3) Service Occupations
- 4) Agricultural, fishery, forestry,  
and kindred occupations
- 5) Skilled occupations
- 6) Semi-skilled occupations
- 7) Unskilled occupations

b) Trends in the World of Work

- 1) National
- 2) Local

c) Methods of Investigating an Occupation

IV Suggested Activities

1. Select an occupation and refer to the D.O.T.  
to see how many kinds of jobs there are in that  
field.
2. Go to the D.O.T. and find out what the follow-  
ing workers do: cat skinner, longshoreman, skiver,  
joiner, fur blower.
3. List the eleven United States Census classifi-  
cations. Beside the name of each group indicate  
what per cent of all workers belong in that group.
4. List in one column the occupations of members  
of your family. In a parallel column classify  
these occupations according to the eleven main  
divisions of the U. S. Census.
5. Look in a telephone directory and find the



the address of the U. S. Employment Service Office nearest you. Visit the bureau and observe how it functions. Report on your observations, summarizing the advantages of the services rendered.

6. Newspapers and magazines often print articles of vocational interest. See how many you can find. Bring them to school for the benefit of all pupils.

7. Collect pictures of people at work in various occupations for our bulletin boards. Mount them attractively on colored paper for an effective display. Advertisements in magazines oftentimes show workers on the job.

8. If you belong to the Camera Club, ask your fellow members to cooperate with you for actual on-the-job snapshots. These photographs can also be mounted on the bulletin boards or arranged in an album for the class. Part-time workers, Distributive Education members would gladly pose as model workers.

9. There are usually several programs dealing with vocations on the air every year. Listen to some of them for a few weeks and report to the group about these broadcasts.

10. For a month tabulate on a chart as a group project all the occupations you have seen depicted





in motion pictures. Were they realistically portrayed? Offer your criticisms as a basis for class discussion.

11. Prepare a graph for your city and state showing the percentage distribution of wage earners.

12. Study the want ads of the Nashua Telegraph for several issues of 1948 and several issues of 1938.

What comparisons and conclusions can be drawn? Do the comparisons indicate the trends of the labor market?

V Questions for Discussion:

1. How many different kinds of jobs are there in your country? Are there any occupations open to you which were not open to your parents? List them and account for the need of these occupations.

2. What is meant by vocational trends? Discuss present-day working trends.

3. Do you believe occupations will change in the next few years? If you can foresee changes, what preparations can you make for these changes when and if they come?

4. In the 1890's what percentage of boys between 10 and 15 were gainfully employed? Of girls?

5. Is it still the same? Account for the changes. What laws have been directly or indirectly responsible?



6. Why is choosing a field of work an important matter? Does it make a difference which occupation you choose? Why?
7. When studying an occupation what criteria or standards should be given serious consideration?
8. Should the future trends of an occupation be thoroughly analyzed?
9. What are the advantages and disadvantages of visits to places of employment?
10. What is the value of part-time work experience?
11. Of what value are correspondence courses?
12. What is meant by a "white-collar" job?
13. Should a high school pupil think in terms of white-collar jobs only? Discuss fully.





## Reading List for the Pupils' Use

- Abraham, Willard, Get the Job! Chicago: Science Research Associates, 1946.
- Amiss, John J., and Esther Sherman, New Careers in Industry. New York: McGraw-Hill Book Company, Inc., 1946.
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1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The author provides several examples of how poor record-keeping can lead to financial loss and legal complications.

2. The second part of the paper focuses on the role of the accounting department. It describes the various functions of accountants, including bookkeeping, tax preparation, and financial analysis. The author argues that a strong accounting department is crucial for making informed business decisions.

3. The third part of the paper addresses the issue of budgeting. It explains how a well-defined budget can help a company control its expenses and allocate resources effectively. The author provides a step-by-step guide to developing a budget and offers tips for staying on track.

4. The fourth part of the paper discusses the importance of regular financial audits. It explains that audits help identify potential problems before they become major issues. The author also discusses the benefits of hiring an external auditing firm.

5. The fifth part of the paper covers the topic of financial reporting. It describes the different types of financial statements, such as the balance sheet, income statement, and cash flow statement. The author provides guidance on how to prepare these statements and how to interpret the results.

6. The sixth part of the paper discusses the role of the board of directors in financial management. It explains that the board is responsible for overseeing the company's financial health and making major decisions. The author provides advice on how the board can effectively monitor and manage the company's finances.

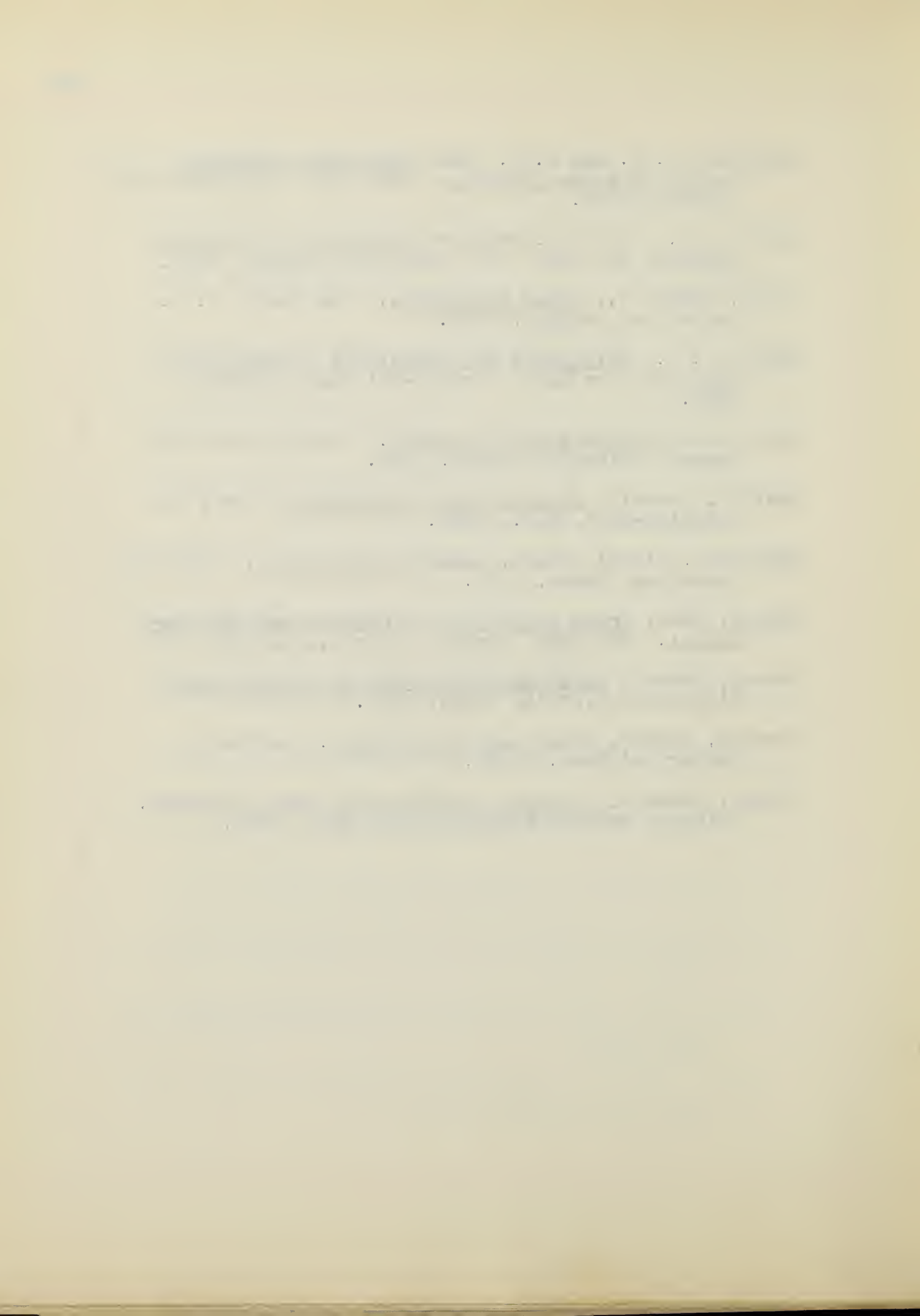
7. The seventh part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The author provides several examples of how poor record-keeping can lead to financial loss and legal complications.

8. The eighth part of the paper focuses on the role of the accounting department. It describes the various functions of accountants, including bookkeeping, tax preparation, and financial analysis. The author argues that a strong accounting department is crucial for making informed business decisions.

9. The ninth part of the paper addresses the issue of budgeting. It explains how a well-defined budget can help a company control its expenses and allocate resources effectively. The author provides a step-by-step guide to developing a budget and offers tips for staying on track.

10. The tenth part of the paper discusses the importance of regular financial audits. It explains that audits help identify potential problems before they become major issues. The author also discusses the benefits of hiring an external auditing firm.

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Occupations

American Vocational Journal, American Vocational Association, Inc., 220 East 42nd Street, New York 17, N. Y.

Business Week, 330 West Forty-Second St., New York 18, New York.

Career News, B'Nai B'Rith Vocational Service Bureau, 1003 K Street, N. W., Washington, D. C.

Domestic Commerce, U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, Washington 25, D.C.

Educational and Psychological Measurement, Chicago: Science Research Associates.

Glamour, 420 Lexington Ave., New York 17, New York.

Guidance Index, Science Research Associates, 228 South Wabash Ave., Chicago 4, Ill.

Independent Woman, 1819 Broadway, New York 23, N. Y.

Labor Information Bulletin, Washington: Bureau of Labor Statistics, U. S. Dept. of Labor.

Mademoiselle, 122 E. Forty-second St., New York 17, N. Y.

Monthly Labor Review, Washington, U. S. Dept of Labor, Superintendent of Documents, Washington, D. C.

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## CHAPTER IV

### APPRAISAL OF THE CONFERENCE PROGRAM

It was not to be expected that every worthwhile outcome of the conference program would be apparent at the end of the first semester, or that the program could be objectively appraised. There is much to be gained, however, from an appraisal of the outcomes of the program.

### THE NEED FOR APPRAISAL IN GUIDANCE PROGRAMS

Evaluation Leads to Progress. Evaluation is essential to improvement of any kind. A basic principle underlying any type of work calls for an analysis of the results to determine the effectiveness of the work. It is the most logical way to achieve systematic progress.

In order to achieve progress in education, the many services rendered to students by a school should be appraised periodically. It would seem that services which are considered worth giving should also be considered worth appraising.

To determine the value of a guidance program and to discover the effectiveness of its services appraisal is essential. The need for appraisal is clearly evident. When the need is ignored or denied, it is that someone does not wish to disrupt a smooth-running school program, no matter how



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ineffective that program may be. A smooth school routine does not, however, eliminate nor conceal the need for appraisal, nor, of course, does it achieve progress in relation to pupil adjustment or pupil growth.

The need for appraisal in guidance programs is generally admitted. The basic problem in appraisal of a guidance program is one of procedure and method. There are many areas involved having both subjective and objective elements present, and many techniques lack validity and reliability.

In spite of countless limitations, an attempt was made to appraise the conference program, not from findings based on statistical interpretations, but based rather on a judgment criterion. The purpose was to obtain an overall picture and estimate of the value of the method used. In order to obtain such an estimate from opinions and attitudes, appraisal forms were needed.

#### THE DEVELOPMENT OF THE FORMS FOR APPRAISAL IN THIS STUDY

The task of preparing appraisal forms was undertaken with the full realization of the limitations of such instruments. Both forms were prepared, discussed, and revised by the Guidance Department with the assistance of the Faculty Guidance Committee.

Counselors' Evaluation Sheet. The form prepared for use by the counselors for purposes of appraisal followed the



same outline as that of the unit plan. See Appendix A. This was done in order to have an opinion expressed concerning each item in each unit. Space on the appraisal form was provided for general comments and recommendations on the program as a whole, as well as for comments on each separate part of the unit.

Student Evaluation Sheet. The pupil appraisal sheet was a brief inquiry form developed for the purpose of giving the pupils a chance to react to such matters as the topics which they liked best; the value of the conference program; the factors liked best; those disliked; changes recommended; and general comments. See Appendix B. No names appeared on the evaluation sheets.

The ratings obtained from both evaluation forms were tabulated, and are explained following the presentation of each table.

#### THE NATURE OF COUNSELORS' RATINGS

The counselors' ratings relate to the units and to the program as a whole. Their opinions in the form of definite answers appraise each separate part of each unit. Their attitudes concerning the program as a whole were expressed under the headings: General Comments and Recommendations.

Table I shows the responses of the four counselors to the definite questions concerning the unit content.





TABLE I

## COUNSELORS' APPRAISAL OF THE UNIT CONTENT

## A. Responses Related to Central Theme

Question	Unit I		Unit II		Unit III	
	Yes	No	Yes	No	Yes	No
1. Is it clear?	4	0	4	0	4	0
2. Is it adequate?	4	0	4	0	4	0

From the first section of this table it is to be noted that the four counselors agreed on the clarity and adequacy of the central theme of each unit.

## B. Responses Related to Specific Objectives

Question	Unit I		Unit II		Unit III	
	Yes	No	Yes	No	Yes	No
1. Are they clear?	4	0	4	0	4	0
2. Are they meaningful?	4	0	4	0	4	0
3. Can they be achieved?	4	0	4	0	4	0

General agreement among the counselors was also found regarding the specific objectives of each individual unit.

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations
 
$$\begin{aligned}
 & \Delta u = f(x, y, z, u, v, w) \\
 & \Delta v = g(x, y, z, u, v, w) \\
 & \Delta w = h(x, y, z, u, v, w)
 \end{aligned}$$
 in a domain  $\Omega$  of  $E^3$ , where  $f, g, h$  are continuous functions satisfying certain conditions.

In the second part, we consider the case where the functions  $f, g, h$  are linear in  $u, v, w$ . In this case, the system can be written in the form
 
$$\begin{aligned}
 & \Delta u + a_1 u + a_2 v + a_3 w = f_1(x, y, z) \\
 & \Delta v + b_1 u + b_2 v + b_3 w = f_2(x, y, z) \\
 & \Delta w + c_1 u + c_2 v + c_3 w = f_3(x, y, z)
 \end{aligned}$$
 where  $a_i, b_i, c_i$  are constants and  $f_i$  are continuous functions.

The third part of the paper is devoted to the study of the boundary value problem for the system of equations
 
$$\begin{aligned}
 & \Delta u = f(x, y, z, u, v, w) \\
 & \Delta v = g(x, y, z, u, v, w) \\
 & \Delta w = h(x, y, z, u, v, w)
 \end{aligned}$$
 in a domain  $\Omega$  of  $E^3$ , where the functions  $f, g, h$  are continuous and satisfy certain conditions.

In the fourth part, we consider the case where the functions  $f, g, h$  are linear in  $u, v, w$ . In this case, the system can be written in the form
 
$$\begin{aligned}
 & \Delta u + a_1 u + a_2 v + a_3 w = f_1(x, y, z) \\
 & \Delta v + b_1 u + b_2 v + b_3 w = f_2(x, y, z) \\
 & \Delta w + c_1 u + c_2 v + c_3 w = f_3(x, y, z)
 \end{aligned}$$
 where  $a_i, b_i, c_i$  are constants and  $f_i$  are continuous functions.

The fifth part of the paper is devoted to the study of the boundary value problem for the system of equations
 
$$\begin{aligned}
 & \Delta u = f(x, y, z, u, v, w) \\
 & \Delta v = g(x, y, z, u, v, w) \\
 & \Delta w = h(x, y, z, u, v, w)
 \end{aligned}$$
 in a domain  $\Omega$  of  $E^3$ , where the functions  $f, g, h$  are continuous and satisfy certain conditions.

In the sixth part, we consider the case where the functions  $f, g, h$  are linear in  $u, v, w$ . In this case, the system can be written in the form
 
$$\begin{aligned}
 & \Delta u + a_1 u + a_2 v + a_3 w = f_1(x, y, z) \\
 & \Delta v + b_1 u + b_2 v + b_3 w = f_2(x, y, z) \\
 & \Delta w + c_1 u + c_2 v + c_3 w = f_3(x, y, z)
 \end{aligned}$$
 where  $a_i, b_i, c_i$  are constants and  $f_i$  are continuous functions.

The seventh part of the paper is devoted to the study of the boundary value problem for the system of equations
 
$$\begin{aligned}
 & \Delta u = f(x, y, z, u, v, w) \\
 & \Delta v = g(x, y, z, u, v, w) \\
 & \Delta w = h(x, y, z, u, v, w)
 \end{aligned}$$
 in a domain  $\Omega$  of  $E^3$ , where the functions  $f, g, h$  are continuous and satisfy certain conditions.

In the eighth part, we consider the case where the functions  $f, g, h$  are linear in  $u, v, w$ . In this case, the system can be written in the form
 
$$\begin{aligned}
 & \Delta u + a_1 u + a_2 v + a_3 w = f_1(x, y, z) \\
 & \Delta v + b_1 u + b_2 v + b_3 w = f_2(x, y, z) \\
 & \Delta w + c_1 u + c_2 v + c_3 w = f_3(x, y, z)
 \end{aligned}$$
 where  $a_i, b_i, c_i$  are constants and  $f_i$  are continuous functions.

The ninth part of the paper is devoted to the study of the boundary value problem for the system of equations
 
$$\begin{aligned}
 & \Delta u = f(x, y, z, u, v, w) \\
 & \Delta v = g(x, y, z, u, v, w) \\
 & \Delta w = h(x, y, z, u, v, w)
 \end{aligned}$$
 in a domain  $\Omega$  of  $E^3$ , where the functions  $f, g, h$  are continuous and satisfy certain conditions.

In the tenth part, we consider the case where the functions  $f, g, h$  are linear in  $u, v, w$ . In this case, the system can be written in the form
 
$$\begin{aligned}
 & \Delta u + a_1 u + a_2 v + a_3 w = f_1(x, y, z) \\
 & \Delta v + b_1 u + b_2 v + b_3 w = f_2(x, y, z) \\
 & \Delta w + c_1 u + c_2 v + c_3 w = f_3(x, y, z)
 \end{aligned}$$
 where  $a_i, b_i, c_i$  are constants and  $f_i$  are continuous functions.

TABLE I (continued)

## C. Responses Related to Procedure

Question	Unit I		Unit II		Unit III	
	Yes	No	Yes	No	Yes	No
Preparation						
1. Is it feasible?	3	1	0	4	3	1
2. Is it practical?	3	1	0	4	3	1
3. Is it valuable?	4	0	4	0	3	1
Content	Yes	No	Yes	No	Yes	No
1. Is it clear?	4	0	4	0	4	0
2. Is it satisfactory?	4	0	4	0	4	0
Motivating Suggestions	Unit I		Unit II		Unit III	
1. Which ones were used?	1-2-3		B 2		B1-B2	
2. Which ones were effective?	1-2-3		B 2		B1-B2	

Regarding the procedures used it is to be noted that there is general agreement here again. While the content was found to be clear and satisfactory by all four counselors, the preparations for Units I and II were not considered feasible nor practical by one counselor. The reason given was lack of available facilities.

The preparation for Unit II was considered worthwhile but not feasible because no outside work was given to the groups. The four counselors used the same motivating suggestions and found them effective.



TABLE I (continued)

## D. Responses Related to Suggested Activities

Question	Unit I	Unit II	Unit III
1. Which ones were used?	1-3-6-7	1-3-4-6-7	None
2. Which ones would you omit?	None	None	None

It is apparent that not many suggested activities were used. The reason given by the counselors was that in the time allotted them, it seemed preferable to place emphasis on discussion of content rather than classroom activities. It is strongly felt, however, that the optional suggested activities offer many possibilities when more time is available, and more frequent conferences are held.

## E. Responses Related to Questions for Discussion

Question	Unit I	Unit II	Unit III
1. Which ones were used?	None	All	All
2. Which ones would you omit?	None	None	None

Questions for discussion were used satisfactorily when ample time was provided. They were found to be useful when summarizing salient points of conference discussions.





Findings which could not be tabulated and consequently do not appear on Table I are detailed below:

1. The meetings were not held frequently enough. Unless meetings are held at least two or three times a week, the thread of the discussion is lost from one conference to the next.

2. The length of the periods was not always satisfactory. Some conferences lasted forty minutes, while others lasted fifty-five minutes. The fifty-five minute meetings were more successful naturally, as more could be accomplished, but the first and second periods in the morning were much too short, and frequently interrupted. These interruptions are unavoidable in a large school, but nonetheless they alter conference plans to a disconcerting extent.

3. The use of study periods created annoyance for pupils with a five subject program which they concealed remarkably well during the meetings, but which they frankly admitted on the evaluation sheets.

4. Monday morning, first period, is a difficult period. The pupils consider this period a "necessary" study period after a week-end away from their books.

5. Holidays interfered with the group meetings because there was no way of making up the time lost.

6. Informal discussion seemed the most efficacious means of encouraging every pupil to express himself, and of helping the entire group to think logically and express ideas

THE FIRST YEAR OF THE WAR

The first year of the war was a period of intense activity and struggle. The French army, under the command of Napoleon III, had been defeated at the Battle of Sedan in September 1870. This led to the capture of the Emperor and the fall of the Second Empire. The French Republic was proclaimed, and the Government of National Defense was established. The German army, under the command of Otto von Bismarck, had been victorious at Sedan. This led to the signing of the Treaty of Frankfurt in May 1871, which ended the war. The Treaty of Frankfurt provided for the annexation of Alsace and Lorraine by Germany. This was a major blow to France, as these regions were considered part of the French nation. The war had also led to the unification of Germany. The German states had been united under Prussian leadership, and the German Empire was proclaimed in January 1871. The war had been a turning point in European history. It had led to the end of the Second Empire in France and the unification of Germany. It had also led to the signing of the Treaty of Frankfurt, which had a lasting impact on the region of Alsace and Lorraine. The war had been a period of intense activity and struggle, and it had shaped the course of European history.

clearly.

7. No outside activities or assignments were given; consequently no tests of achievement were administered.

8. Separate conferences for boys and girls were satisfactory. The counselors felt that while many topics could be discussed in mixed groups, certain careers or jobs open to boys only would not interest girls, and certain fields open to girls only would certainly bring boredom to the boys. As it turned out, the decision seems to have been a wise one because the counselors found the girls more interested than the boys in their vocational future. The opposite was expected. A girl who wishes to work for one or two years only between school and marriage would not be expected to show so much interest in occupations and vocations as a boy would who expects to become economically self-sufficient in a few short years. One explanation for the apparent lack of interest in the boys is that it seemed to stem from the uncertainty of world conditions, and also from compulsory military training. Another possible explanation is that while the boys were mildly interested in vocations, they were avidly interested in personal, emotional, and social problems. Homeroom and classroom teachers, as well as counselors, seem inclined to help girls with problems of etiquette, grooming, physical development, and dating, but they have not given in the past the same attention to the boys. While it is true that boys generally do not seek help so much as girls, the fact that our boys grasped





the opportunity given them in group meetings to have questions answered and to discuss matters uppermost in their minds would indicate a great need for individual and group work in those areas of guidance.

9. As a result of being compelled to use study periods, and also because of program interferences, some of the groups were too large. A group numbering twenty pupils, or twenty-five at the most, would permit ALL members to participate actively in all group discussions.

10. The books and supplementary materials used had to be carried from one room to another, or from one floor to another. If the same room were always available for all conferences, it would facilitate matters and save time.

11. It was found that there was not enough bulletin board space available; and the same was true of blackboard space. Classroom teachers whose board space is already too limited cannot be asked to relinquish the space for one day per week. Much of their subject material has to be reserved at the board over a period of several days.

12. Mimeographed guide sheets containing an outline of the material being discussed, along with a list of the suggested activities, questions for discussion, and references to be found in the occupational library and in counselors' offices, would be of practical value to the pupils.

13. It was found that duplicate charts, posters, and other materials would be needed when conferences are held



simultaneously.

### THE NATURE OF PUPILS' RESPONSES

The responses made by the pupils on the appraisal forms are based on opinions and attitudes and are therefore subjective in nature. Even though such responses are subjective, and the results not reliable in a scientific sense, they are nevertheless very much worth-while. The aim of the inquiry was not to establish statistical proof of the value of the vocational conference program, but rather to gather data that would show the "feelings" or reactions of the pupils.

The answers found on the student evaluation sheets were tabulated to show as clearly as possible their significance and their relationship to the findings and conclusions.

Table II shows how many girls in each group checked topics they liked best to discuss, while Table III shows the topics liked best by the boys. Table IV presents the preferences of both boys and girls.

A list of the topics checked precedes Table II on the following page.



1. The Importance and Meaning of Planning a Vocation.
2. The Ways in which People Differ.
3. How can I Learn of my Real Abilities and Aptitudes?
4. How Important are One's Interests?
5. Learning About Myself Through School Subjects.
6. Personal Qualities in Relation to an Occupation.
7. Personality
8. The Use of Tests.

TABLE II

## TOPICS LIKED BEST BY THE GIRLS

Item 1 *		COUNSELOR A		COUNSELOR B					Total
Topic	Group	I	II	I	II	III	IV	V	
1	12	10	21	19	14	12	20		108
2	10	12	9	11	6	7	11		66
3	9	6	11	13	9	10	9		67
4	8	5	10	12	6	6	8		55
5	3	6	8	7	7	10	4		45
6	12	11	26	23	10	14	21		117
7	5	7	17	21	14	8	9		81
8	8	12	7	8	8	9	3		55

\* Item 1 on evaluation sheet

The results of Table II indicate that the girls liked to discuss personal qualities, such as honesty, reliability,



The first part of the paper is devoted to the study of the  
 properties of the function  $f(x)$  defined by the equation  

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$
 for  $x \in \mathbb{R}$ . It is shown that  $f(x)$  is an odd function and  
 that  $f(x) \in C^1(\mathbb{R})$ . Moreover, it is proved that  
 $f(x) \sim x$  as  $x \rightarrow 0$  and  $f(x) \sim \frac{\pi}{2} - \frac{1}{x}$  as  $x \rightarrow \infty$ .  
 The second part of the paper is devoted to the study of the  
 properties of the function  $g(x)$  defined by the equation  

$$g(x) = \int_0^x \frac{1}{1+t^4} dt$$
 for  $x \in \mathbb{R}$ . It is shown that  $g(x)$  is an even function and  
 that  $g(x) \in C^1(\mathbb{R})$ . Moreover, it is proved that  
 $g(x) \sim x$  as  $x \rightarrow 0$  and  $g(x) \sim \frac{\pi}{4} - \frac{1}{x^3}$  as  $x \rightarrow \infty$ .

Table 1		Table 2		Table 3	
$x$	$f(x)$	$x$	$g(x)$	$x$	$f(x)$
0	0	0	0	0	0
1	0.785	1	0.785	1	0.785
2	1.107	2	0.688	2	1.107
3	1.107	3	0.688	3	1.107
4	1.107	4	0.688	4	1.107
5	1.107	5	0.688	5	1.107
6	1.107	6	0.688	6	1.107
7	1.107	7	0.688	7	1.107
8	1.107	8	0.688	8	1.107
9	1.107	9	0.688	9	1.107
10	1.107	10	0.688	10	1.107

The third part of the paper is devoted to the study of the  
 properties of the function  $h(x)$  defined by the equation  

$$h(x) = \int_0^x \frac{1}{1+t^6} dt$$
 for  $x \in \mathbb{R}$ . It is shown that  $h(x)$  is an even function and  
 that  $h(x) \in C^1(\mathbb{R})$ . Moreover, it is proved that  
 $h(x) \sim x$  as  $x \rightarrow 0$  and  $h(x) \sim \frac{\pi}{6} - \frac{1}{x^5}$  as  $x \rightarrow \infty$ .

loyalty, dependability, sincerity, industriousness, adaptability, initiative, courtesy, and agreeableness. Another topic many checked was the importance and meaning of planning a vocation. The other topics received a fairly even distribution of check marks.

TABLE III  
TOPICS LIKED BEST BY THE BOYS

Item 1	COUNSELOR C	COUNSELOR D					
Topic	Group I	I	II	III	IV	V	Total
1	15	17	12	8	5	7	66
2	9	11	9	5	4	3	41
3	14	23	21	13	9	14	94
4	13	10	13	9	13	11	69
5	10	9	5	4	2	8	38
6	22	26	21	16	17	19	121
7	18	19	20	14	11	18	100
8	5	16	5	9	3	8	41

The above table indicates that the boys also liked topic six. A close second was topic seven, and this preference would bear out the finding by the counselors that the boys were interested in personality development.

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TEL. 773-936-5000

Author		Title		Date	
ALAN TURING	1912-1954	THE CALCULUS OF LAMBDA	1936	1936	1936
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1937	1937	1937
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1938	1938	1938
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1939	1939	1939
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1940	1940	1940
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1941	1941	1941
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1942	1942	1942
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1943	1943	1943
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1944	1944	1944
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1945	1945	1945
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1946	1946	1946
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1947	1947	1947
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1948	1948	1948
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1949	1949	1949
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1950	1950	1950
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1951	1951	1951
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1952	1952	1952
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1953	1953	1953
ALAN TURING	1912-1954	THE UNCHANGING LAMBDA	1954	1954	1954

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TABLE IV  
TOPICS LIKED BEST BY BOTH BOYS AND GIRLS

TOPIC	GIRLS	BOYS	TOTAL
1	108	66	174
2	66	41	107
3	67	94	161
4	55	69	124
5	45	38	83
6	117	121	238
7	81	100	181
8	55	41	96

Table IV presents the preferences of both boys and girls, and it would seem to indicate that the discussions they liked best were the ones devoted to personal qualities and personality as a whole.

After the pupils checked the topics they liked best (item 1 on evaluation sheet), they were asked to answer nine questions with a Yes or No. These questions were under item 2 on the appraisal form, and concerned the value of the conference program from a pupil point of view. They are listed on the following page preceding Table V.

# THE HISTORY OF THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT  
TO THE PRESENT TIME

BY  
JOHN B. BOWEN

VOLUME I.

THE FIRST SETTLEMENT  
TO THE PRESENT TIME

THE FIRST SETTLEMENT  
TO THE PRESENT TIME

THE FIRST SETTLEMENT  
TO THE PRESENT TIME

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TO THE PRESENT TIME

THE FIRST SETTLEMENT  
TO THE PRESENT TIME



1. Was the purpose of the meetings clear to you?
2. Did you have a feeling of belonging to the group?
3. Have you contributed to the discussions?
4. Have you discussed topics individually with other members?
5. Do you feel the time of your group has been put to good use?
6. Do you think you know more about yourself now than you knew in September?
7. Are your vocational plans clearer and more definite?
8. Are you seriously considering a field of work?
9. Are you thinking of vocational training?

TABLE V

## PUPILS' APPRAISAL OF THE CONFERENCE PROGRAM

Item 2 <sup>*</sup>	Girls		Boys		Total	
Question	Yes	No	Yes	No	Yes	No
1	134	0	133	0	267	0
2	119	15	120	13	239	28
3	121	13	87	36	208	49
4	78	56	41	72	119	128
5	127	5	131	0	258	5
6	117	17	108	13	225	29
7	115	0	73	7	188	7
8	83	31	89		172	31
9	74	49	47		121	49

\* Item 2 on evaluation sheet.



Table V gives a picture of the opinions and attitudes of pupils concerning the program as a whole. From the foregoing responses, the following findings are to be noted:

1. The purpose of the conference program was clear to 267 pupils. Nineteen juniors were absent the day the appraisal sheets were filled out.

2. The feeling of "belonging" or of being part of the group was expressed by 239 of the juniors taking part in the conferences.

3. The majority of the pupils made some contribution to the discussions.

4. Some outside discussion of vocational material took place.

5. The great majority (258 out of 267) felt the conferences had been of value.

6. Vocational plans seem clearer and more definite for 188 of the pupils.

7. The majority expressed the belief they knew more about themselves at the close of the program than when it started in September, 1948.

8. More than half said they were seriously considering a field of work.

9. Vocational training seems to be desired by 121 of the pupils.



TABLE VI  
REACTIONS OF PUPILS TO THE CONFERENCE PROGRAM

Question	Girls	Boys	Total
What did you like?			
The informal discussions	86	74	160
The freedom of expression	113	129	242
Sharing opinions with others	117	110	227
Learning about interests	93	106	199
Getting acquainted with counselors	79	89	168
What did you dislike?			
Loss of a study period	127	111	238
Infrequency of meetings	109	57	166
First period Monday morning conferences	29	0	29*
Use of text--reading in class	115	11	126
What would you omit?			
Reading in class	119	9	128
What would you add?			
Speakers, films, and visits to industries	26	89	115

\* One group only met at that time.

Table VI indicates general likes and dislikes, and general wishes of the pupils concerning the program as a whole.

It was found that pupils liked the following:

1. The informal, friendly atmosphere of the conferences.
2. The freedom with which opinions were voiced and discussed.
3. The opportunity of hearing classmates' opinions.



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4. The stimulation to self-analysis created by the meetings.

5. The chance of getting acquainted with the counselors.

It was found that pupils disliked the following:

1. The loss of a study period.
2. The infrequency of the conferences.
3. The length of some of the meetings.
4. The first period Monday morning conferences.
5. The occasional use of a text instead of discussion.

It was found that pupils would add to the program:

1. Visits to places of employment.
2. A greater use of visual aids.
3. Outside speakers.



Conclusions. On the basis of the findings derived from the counselors' ratings and the pupils' reactions, the following conclusions are drawn:

1. The vocational conferences reached the majority of eleventh-grade pupils. Out of 355 juniors, fifteen girls, and fifty-four boys could not be assigned to conferences because of subject conflicts.

2. The vocational conferences created a demand for individual counseling. It is felt by the counselors that the conferences made it possible for the pupils to become better acquainted with the counselors. There were many requests for individual interviews on problems of all types.

3. The vocational conferences helped to establish rapport between counselor and counselee. The casual contacts before and after the meetings and the informality during the meetings were strong factors in the establishment of rapport for subsequent counseling. Interviews started with more ease, confidence was gained sooner, and cooperation obtained to a greater degree. A difference was noted between those counselees assigned to conference periods, and those who were not assigned to group conferences.

4. The group discussions complemented the individual counseling. During the latter there cannot be the stimulation effected through an interchange of ideas with classmates, nor can there be the wide variety of topical discus-





sions offered in group association. The plans contained in the units, the activities, materials and references made it easier for the pupils to relate their qualifications to job requirements and to start making sound plans for vocational training.

5. The vocational conferences facilitated vocational aptitude test interpretation. The pupils seemed eager and better prepared to receive the interpretations of their vocational aptitude test results. They were familiar with the terms ability, aptitude, percentile rank, fields of interest, types of interests, spatial relations. Thus, the conferences were an economical means of imparting information of common interest and value. So much occupational data could be explained and discussed through the group approach that it resulted in the elimination of countless individual repetitions, scores of single inquiries, and interruptions during individual interviews.

6. The vocational conferences created a demand for Career Days. The emphasis thus placed on vocations brought forth a demand by the pupils for a Career Day or a Career Week whereby they would be given the opportunity of hearing actual workers in their fields of interests. When formerly held in the years before the war, such Career Days had met with great success. A request for outside speakers indicated that areas of interests had been newly awakened, or reawakened in the light of recently acquired information.



7. Informal discussions created interest in vocational topics, and stimulated a free interchange of ideas.

8. Separate meetings for boys and girls proved to be satisfactory.

9. Vocational conferences were not held frequently enough.

10. The length of the conference sessions was not satisfactory.

11. The use of study periods for the scheduling of conferences did not meet with pupil approval.

12. The first period Monday morning was not a satisfactory conference time.

13. Limiting the conferences to groups of twenty or twenty-five pupils would have allowed more pupil participation in the discussions.

14. Using the same room for conferences would have prevented carrying needed materials from one room to another and from one floor to another.

15. More bulletin board and blackboard space should have been provided for use during the conferences.

16. A mimeographed sheet with the outline of the material discussed, and a mimeographed reading list would have been helpful for the pupils.

17. Duplicate charts would have helped the counselors, especially when conferences were held simultaneously.



18. Provision for outside speakers, visits to places of employment, and the use of visual aids would have enriched the vocational conference program.

Recommendations. The following recommendations are based upon the experience of the counselors, and the outcomes of the experimental program at Nashua Senior High School, and refer specifically to the vocational conference program at the Nashua Senior High School:

1. Schedule a guidance period as part of the regular school day program. This would enable more frequent and longer meetings of the vocational conferences. Every pupil could then be reached for group conferences. If adequate and effective goals are to be achieved, sufficient time must be at the disposal of the counselors.

2. Schedule vocational conferences at the eleventh-grade level through both semesters of the school year.

3. Limit group conferences to twenty or twenty-five pupils.

4. Have a regularly assigned room for vocational conferences with ample bulletin board and blackboard space, and also with ample room for other materials.

5. Use activities, projects, references, library resources to a greater degree. Those suggested in the units can be supplemented by ideas from pupils.

6. Use visual aids: pictures, film strips, posters, and charts.



The history of the United States is a story of growth and change. From the first settlers to the present day, the nation has evolved through various stages of development. The early years were marked by exploration and the establishment of colonies. The American Revolution led to the birth of a new nation, and the subsequent years saw the expansion of territory and the growth of industry. The Civil War was a pivotal moment in the nation's history, leading to the abolition of slavery and the strengthening of the federal government. The late 19th and early 20th centuries were characterized by rapid industrialization and the rise of big business. The Great Depression of the 1930s led to significant government intervention in the economy. The mid-20th century saw the United States emerge as a global superpower, with its influence extending across the world. The latter half of the 20th century was marked by social movements for civil rights and environmental protection. The 21st century has brought new challenges, including technological advancements and global issues like climate change. The history of the United States is a testament to the resilience and adaptability of the American people.

7. Invite outside speakers regularly.

8. Resume Career Days, Career Assemblies, or Career Week.

9. Arrange visits to places of employment.

10. Continue the imparting of occupational information through

a) the well-planned integration of vocational material with subject matter in the classroom.

b) incidental information relating to career outlets in the classroom.

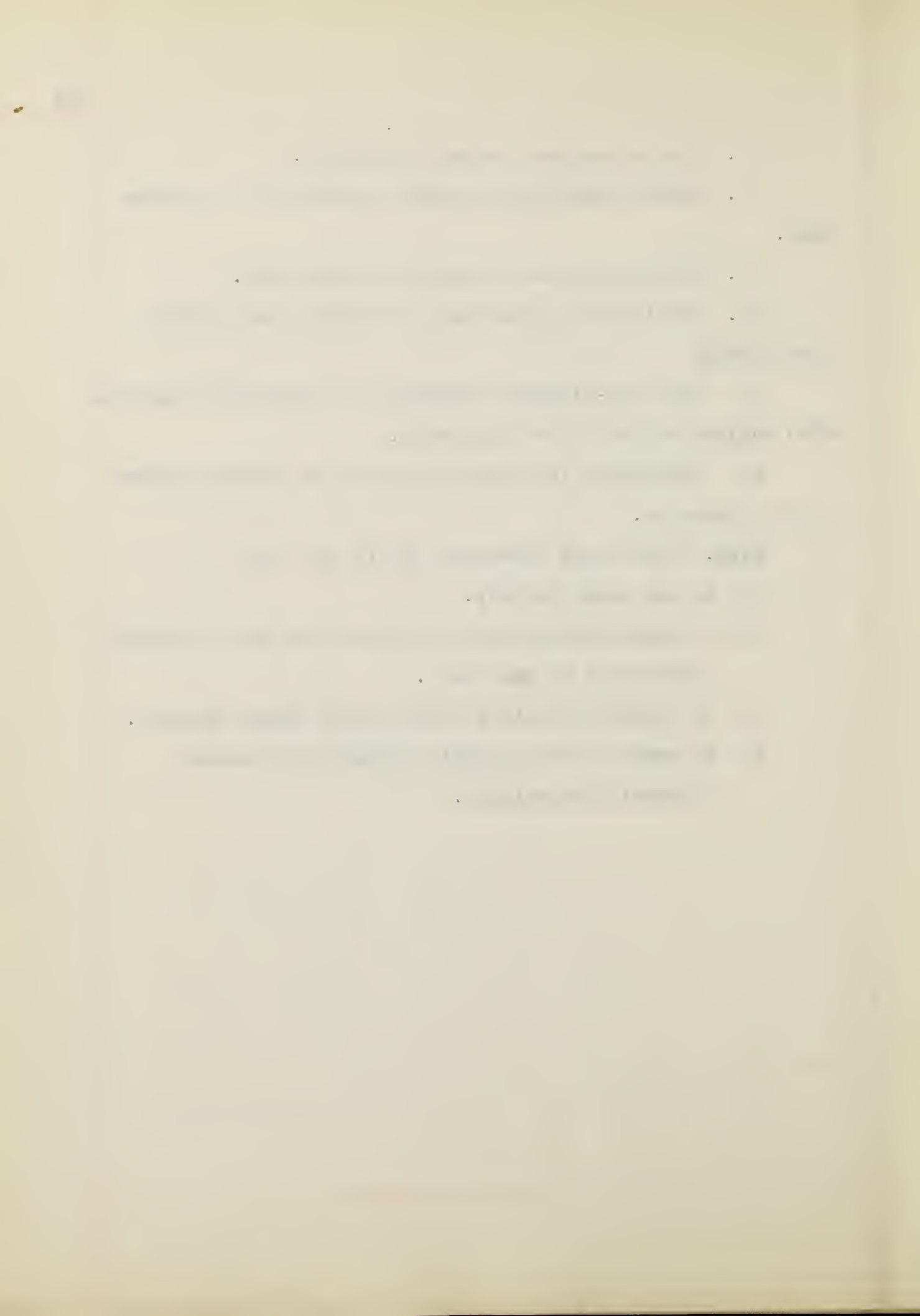
Note. Experience shows that it is not wise

a) to use study periods.

b) to schedule meetings in periods that are frequently interrupted or shortened.

c) to schedule meetings first period Monday morning.

d) to read in class (pupils prefer well-planned informal discussions).



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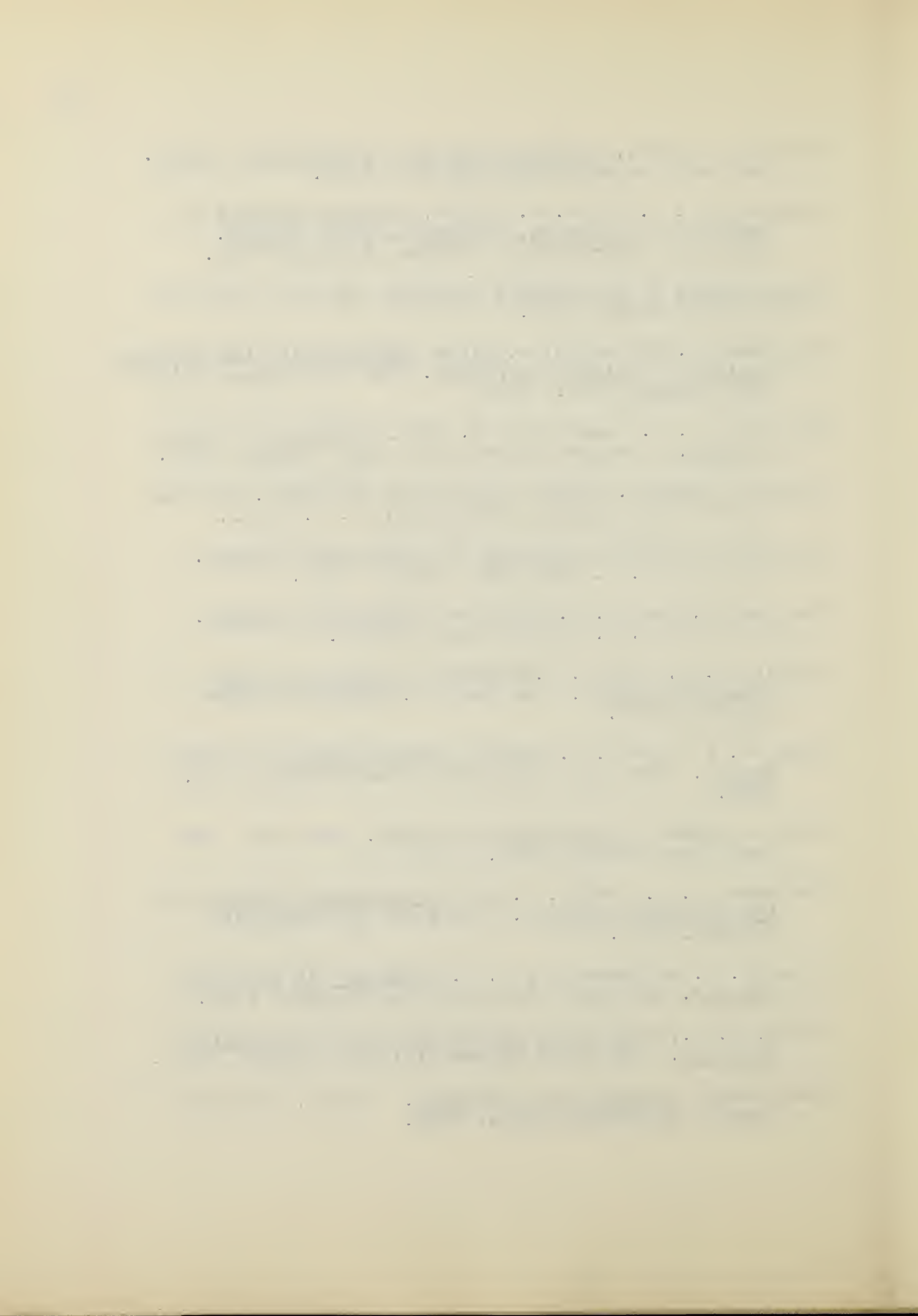
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APPENDIX



## COUNSELOR'S EVALUATION SHEET

## I Central Theme

- a) Is it clear?
  - b) Is it adequate?
- Comments:

## II Specific Objectives

- a) Are they clear?
  - b) Are they meaningful?
  - c) Can they be achieved?
- Objectives to be omitted:
- Objectives to be added:
- Comments:

## III Procedure

## A. Preparation

- a) Is it feasible?
  - b) Is it practical and valuable?
- Comments:

## B. Motivating Suggestions

- a) Which ones did you use?
  - b) Were they effective?
- Comments:

## C. Content

- a) Is it sufficiently clear?
  - b) Is it sufficiently inclusive?
  - c) Is it satisfactory?
- Comments:

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IV Suggested Activities

- a) Which ones were effectively used?
  - b) Which ones would you omit?
- Comments:

V Questions for Discussion

- a) Which ones were effectively used?
  - b) Which ones would you omit?
- Comments:

VI Reading Lists:

Comments:

Criticisms of Unit Plan:

Recommendations:



THE FIRST PART 17

THE SECOND PART 18

THE THIRD PART 19

THE FOURTH PART 20

THE FIFTH PART 21

THE SIXTH PART 22

THE SEVENTH PART 23

THE EIGHTH PART 24

STUDENT EVALUATION SHEET

Purpose: To determine the general opinion of eleventh-grade students concerning Vocational Conferences. Your answers will be of value in revising the material discussed. Through your help and cooperation, other students will benefit.

Check whether you are Boy\_\_\_\_ or Girl\_\_\_\_, but do NOT put your name on this sheet.

1. Here is a list of topics discussed. Check ( ) those you liked best.

\_\_\_ The Importance and Meaning of Planning a Vocation  
\_\_\_ The Ways in which People Differ  
\_\_\_ How can I Learn of My Real Abilities and Aptitudes  
\_\_\_ How Important are One's Interests  
\_\_\_ Learning About Myself Through School Subjects  
\_\_\_ Personal Qualities in Relation to an Occupation  
\_\_\_ Personality  
\_\_\_ The Use of Tests

2. Answer Yes or No

\_\_\_ Was the purpose of the meetings clear to you?  
\_\_\_ Did you have a feeling of belonging to the group?  
\_\_\_ Have you contributed to the discussions?  
\_\_\_ Have you discussed topics individually with other members?  
\_\_\_ Do you feel the time of your group has been put to good use?  
\_\_\_ Do you think you know more about yourself now than you knew in September?  
\_\_\_ Are your vocational plans clearer and more definite?  
\_\_\_ Are you seriously considering a field of work?  
\_\_\_ Are you thinking of vocational training ?



3. What did you like about the meetings?

4. What did you dislike about the meetings? (please  
be frank)

5. What would you omit?

6. What would you add?

7. What would you change?

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